

| Term                                    | INTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | IMPLEMENTATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | IMPACT                                                                                                                                                                |
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|                                         | <b>Substantive Knowledge</b><br>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.                                                                                                                                                                                                                                                                                                                                                                                              | <b>Disciplinary Knowledge (Skills)</b><br>This is the action taken within a particular topic to gain substantive knowledge.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Assessment opportunities</b><br>What assessments will be used to measure student progress?<br>Evidence of how well students have learned the intended content.     |
| <b>Autumn Term 1A</b><br><b>Year 10</b> | <b><u>Identity and Relationships</u></b><br><br>Students begin their GCSE course by building on key information learnt in KS3 about how to describe in detail themselves and their own family and friends. Students discuss a range of different family models and how types of families have changed over the years. Students consider the qualities needed to be a good friend and the different types of relationships they have with others. Students use more in-depth descriptions involving comparison and using more complex structures. | <ul style="list-style-type: none"> <li>Talking about personality and describing a person's character and personality traits using the present tense of ser vs. estar and adjectival agreement</li> <li>Describing people including family members in more detail including a person's physical appearance using present tense of tener and the definite article.</li> <li>Describing your friendships with others, giving reasons for getting on/not getting on with people and describing the qualities of a good friend using possessive adjectives.</li> <li>Discussing 'modern families' and the models and qualities of different family types using common irregular verbs.</li> <li>Naming different types of relationships with advantages and disadvantages using linking words and comparison.</li> </ul> | Speaking - role play + reading aloud<br><br>Translation into English<br><br>Reading<br><br>Listening inc. dictation<br><br>Module 1 writing week /25<br><br>Memrise % |

Beths Grammar School Y10 Spanish Curriculum Map - AQA GCSE Spanish

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| <p><b>Autumn<br/>Term<br/>1B<br/>Year 10</b></p> | <p><b><u>Healthy Living</u></b></p> <p>Students expand upon previously learnt material on the the topic of Healthy Living in different time frames to opinions on lifestyle choices and future intentions about keeping themselves fit and well. Students give reasons for leading a healthy lifestyle and refer to addictions and practices that badly affect health. Students are able to use a range of vocabulary and structures to describe cultural differences between the mediterranean diet and the British diet. Students discuss the importance of exercise and making healthy eating choices on our bodies.</p> | <ul style="list-style-type: none"> <li>• Describing your level of fitness and talking about about your fitness and health routine and talking about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences using radical-changing verbs.</li> <li>• Looking after your health and discussing how to achieve good physical and mental well-being and giving reasons for staying healthy and consequences of not staying healthy using question words.</li> <li>• Talking about illness and injuries using expressions with the verb 'tener'.</li> <li>• Describing different types of diet and preferences for food and drink, sayng what makes a good or a bad diet and what your lifestyle was like in the past and your future intentions using a range of tenses past and future.</li> <li>• Discussing cultural differences and Spanish lifestyle in terms of diet and comparing the mediterranean diet and different meal times with our own culture using a range of adjectives of nationality.</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 /25</p> <p>Memrise %</p> |
| <p><b>Spring Term<br/>2A<br/>Year 10</b></p>     | <p><b><u>Education and Work</u></b></p> <p>Students discuss their opinions on school subjects and expand on previously learnt vocabulary and structures at KS3. They describe weekly routine including their own timetable and extracurricular activities. They refer to their intentions for post-16 study as well as reflect on their</p>                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Discussing school facilities and rules and giving and justifying opinions about subjects, homework, school rules, uniform, teachers and exams using negation and comparative structures.</li> <li>• Discussing positive and negative aspects of school and talking about school life and daily routine, including school, clubs and sporting activities using the verb gustar and similar verbs with negation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Speaking - photo card (unseen) + reading aloud</p> <p>Translation into English</p> <p>Reading</p> <p>Listening inc. dictation</p>                                         |

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|                                       | experiences of primary school. Students look forward to potential work experience and discuss opportunities to work abroad in future.                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Discussing advantages and disadvantages, qualities needed and talking about post-16 studies skills needed for certain jobs using Lo+adjective.</li> <li>Describing what a job entails and places of work. as well as future intentions and plans using the future tense,</li> <li>Discussing work experience, future dream jobs and personal ambitions (extending ideas and hopes for the future).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Module 3 writing week /25 (Year 10 exam model)</p> <p>Memrise %</p>                                                                                                                                                          |
| <b>Spring Term<br/>2B<br/>Year 10</b> | <b><u>Popular Culture</u></b><br><br>Students describe all aspects of popular culture that they experience through leisure and media such as TV, cinema and music. They express positive and negative views on their own and other people's hobbies. Students talk about events involving famous people and their influence on young people. They give opinions on leisure activities around the world including extreme sports and other nationally renowned sporting events in French-speaking countries. | <ul style="list-style-type: none"> <li>Talking about TV programmes, films and free-time activities using stem-changing verbs and definite article.</li> <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 5 - Listening exam inc.dictation</p> <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 /25 (Y10 exam model)</p> |
| <b>Summer Term<br/>3A<br/>Year 10</b> | <b><u>Customs, Festivals and Celebrations</u></b><br><br>Students build on prior knowledge of customs, festivals and celebrations in Spanish-speaking                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Learning about traditions and customs such as religious events and local or national festivals using irregular verbs in the preterite tense.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Reading and writing year 10 mock exam + translation to TL</p>                                                                                                                                                                |

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|                                                            | <p>countries around the world. They give opinions on their own experiences and celebrations family and friends. Students describe local and national festivals in the UK and can compare these to their new knowledge of Spanish-speaking countries and their customs. Students can discuss music and food for special occasions and give opinions on nationally renown festivals.</p>                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Referring to food on special occasions and at celebrations using past-tense time phrases.</li> <li>Discussing a range of unique family traditions such as the Quinceañera tradition in South America using stem changes in the preterite tense and prepositional pronouns.</li> <li>Contrasting and comparing Latin American festivals and improving cultural knowledge using Antes de, después de, al + infinitive and apocopation of adjectives.</li> <li>Investigating a range of traditional Hispanic music and dance genres using seguir and continuar with the present participle and interrogatives with prepositions.</li> </ul>                                                                                                                                                                      | <p>Week 6 - Module 5 writing week /25 (Y10 exam model)</p> <p>Memrise %</p>                                                                                                                |
| <p><b>Summer Term</b><br/><b>3B</b><br/><b>Year 10</b></p> | <p><b><u>Celebrity Culture</u></b></p> <p>Students embark on the new topic of celebrity culture by considering a variety of celebrities and understanding why and how certain people become famous. Student refer to their own personal ambitions and the skills required to become a celebrity. Students consider the advantages and disadvantages of fame and how social media influences young people and wider society. Students study a range of role models and their influences on Spanish society and culture.</p> <p>Students will discuss celebrities who support Sustainability.</p> | <ul style="list-style-type: none"> <li>Comparing and contrasting two female icons from the Spanish-speaking world using the imperfect tense in full and suffixes -ísimo and -ito.</li> <li>Understanding celebrity culture and giving opinions on a variety of celebrities using the preterite and imperfect tenses.</li> <li>Understanding how and why people become famous and referring to the advantages and disadvantages of being famous using adjectives with ser and estar.</li> <li>Debating celebrities as role models and considering how and why people might become famous using three time frames. Students will discuss celebrities who campaign for Sustainability</li> <li>Referring to personal ambitions and skills required, giving opinions about celebrities, referring to social media using possession with 'de'.</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 /25 (GCSE model)</p> |

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|  |  | <ul style="list-style-type: none"><li>Discussing the pros and cons of fame and understanding how celebrity status can affect celebrities' lives using a range of tenses and soler+ infinitive.</li></ul> |  |
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