

Year: 10

Subject: Spanish

Year 10 Spanish – Unit 1		
Overarching Topic: Technology in everyday life (Theme 1)		
What has come before and what comes later:	During the previous unit, students studied about school and education. In the next unit, they will learn about social issues (voluntary/charity work and healthy/unhealthy living). The unit covers the second unit of the GCSE specification from theme 1. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use two at the same time. More able students will be able to use a variety of tenses.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>How do you say what you normally do online, what you did in the past and what you are going to do in the future?</li> <li>How do you say how you use social media?</li> <li>How do you give opinions about using the internet / communicating online / social media?</li> <li>How do you say what you usually do with your mobile phone/mobile technology, what you did in the past, and what you are going to do in the future?</li> <li>How do you give opinions about apps, mobile phones and mobile technology?</li> <li>How do you make comparisons using 'más que' and 'menos que'?</li> <li>How do you form the present, preterite (past), perfect and near future tenses in Spanish in the 'I' form?</li> <li>What do you know about the Spanish Civil War?</li> <li>What do you think of the painting of Guernica by Picasso? Why is it important?</li> </ul>	<ul style="list-style-type: none"> <li>How do you express advantages and disadvantages of social media?</li> <li>How do you express the benefits and dangers of mobile technology?</li> <li>Give examples of verbs that are followed by an infinitive (with or without a preposition).</li> <li>How do you form the simple future tense in Spanish in the 'I' and 'we' forms?</li> <li>How do you form the present, perfect, preterite (past), near future and simple future tenses of verbs in Spanish in all forms?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above).</li> <li>Skills focus → Listening skills – students identify 2-3 personal strategies to improve their listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>Classwork and homework activities.</li> <li>Assessments.</li> </ul>

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Year 10 Spanish – Unit 2		
Overarching Topic: Social issues (Theme 2)		
What has come before and what comes later:	During the previous unit, students studied about technology in everyday life. In the next unit, they will learn about post-16 education and jobs. The unit covers the second unit of the GCSE specification from theme 2. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use two at the same time. More able students will be able to use a variety of tenses.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>• Give examples of different types of volunteering / charity work.</li> <li>• How do you give opinions about volunteering / charity work?</li> <li>• How do you say what voluntary work you are going to do in the future?</li> <li>• How do you say things you should / shouldn't eat / drink to be healthy?</li> <li>• How do you say things you should / shouldn't do to keep fit?</li> <li>• How do you say what you are going to do in the future to stay healthy?</li> <li>• How do you say what you did in the past to stay healthy?</li> <li>• How do you give an opinion about smoking / drinking alcohol / taking drugs?</li> <li>• How do you form the present, preterite (past) and near future tenses in Spanish in the 'I' form?</li> <li>• How do you use 'me gustaría' to talk about future events?</li> <li>• List some key negative words in Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you form the simple future and conditional tenses in Spanish in the 'I' and 'we' forms?</li> <li>• How do you form the present, preterite (past), near future, simple future and conditional tenses of verbs in Spanish in all forms?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>• Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above).</li> <li>• Skills focus → Writing/speaking skills – students identify 2-3 personal strategies to improve their writing/speaking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork and homework activities.</li> <li>• Assessments.</li> </ul>

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Year 10 Spanish – Unit 3		
Overarching Topic: Education post-16 / Jobs, career choices and ambitions (Theme 3)		
What has come before and what comes later:	During the previous unit, students studied about social issues. In the next unit, they will learn about free time activities. The unit covers the second and final unit of the GCSE specification from theme 3. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use two at the same time. More able students will be able to use a variety of tenses.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>How do you say what you are going to do after your GCSE exams?</li> <li>How do you say whether you would like to go to university?</li> <li>How do you give an opinion about going to university?</li> <li>How do you say whether you have a part time job and give some basic details about it?</li> <li>How do you say what job you would like to do?</li> <li>How do you give positive and negative opinions about jobs (advantages / disadvantages)?</li> <li>How do you say where you did your work experience and give an opinion about it?</li> <li>How do you say 'if' in Spanish?</li> <li>How do you say 'the ... thing' and 'what' in Spanish?</li> <li>How do you form the present, preterite (past) and near future tenses in Spanish in the 'I' form?</li> <li>How do you use 'quisiera' to talk about future events?</li> <li>How and why is the Oruro Carnival celebrated in Bolivia?</li> </ul>	<ul style="list-style-type: none"> <li>How do you say what your ideal job would be?</li> <li>How do you form the simple future and conditional tenses in Spanish in the 'I' and 'we' forms?</li> <li>How do you form the present, preterite (past), near future, simple future and conditional tenses of verbs in Spanish in all forms?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above).</li> <li>Skills focus → Reading skills – students identify 2-3 personal strategies to improve their reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>Classwork and homework activities.</li> <li>Assessments.</li> </ul>

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Year 10 Spanish – Unit 4		
Overarching Topic: Free-time activities (Theme 1)		
What has come before and what comes later:	During the previous unit, students studied about education post-16 and jobs and careers. In the next unit, they will learn about customs and festivals in Spanish-speaking countries and communities. The unit covers the third unit of the GCSE specification from theme 1. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use two at the same time. More able students will be able to use a variety of tenses.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> <li>How do you say what you do in your free time?</li> <li>How do you say what you did in your free time in the past, and what you are going to do in the future?</li> <li>How do you give opinions and reasons about free-time activities (including different types of television programmes / films / types of music and sports)?</li> <li>How do you say what you eat and drink for different meals?</li> <li>How do you order food and drink in a restaurant?</li> <li>How do you say 'I like' and 'I love' in Spanish?</li> <li>How do you say 'I do' and 'I play' in Spanish?</li> <li>How do you form regular adverbs?</li> <li>How do you form the present, preterite (past) and near future tenses in Spanish in the 'I' form?</li> </ul>	<ul style="list-style-type: none"> <li>How do you discuss extreme sports?</li> <li>How are 'hacer' and 'jugar' conjugated in the present tense?</li> <li>How do you say 'you/we like' and 'you/we love'?</li> <li>Give examples of verbs that are followed by an infinitive.</li> <li>How do you form the simple future tense in Spanish in the 'I' and 'we' forms?</li> <li>How do you form the present, preterite (past), near future and simple future tenses of verbs in Spanish in all forms?</li> </ul>
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> <li>Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above).</li> <li>Skills focus → Vocabulary learning skills – students identify 2-3 personal strategies to improve their vocabulary learning skills.</li> </ul>	<ul style="list-style-type: none"> <li>Classwork and homework activities.</li> <li>Assessments.</li> </ul>