

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught.  
What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 10 Overview 2023-24 – Spanish											
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment							
8 weeks (18 Lessons) (38 Days)											
Tues 5-Sep	A	1	First lesson quiz / recap basics.	<div>Module 1 ¡Desconéctate!</div> <div>Students will learn how to communicate and understand details in longer pieces about holidays including destinations, weather, activities, accommodation, making reservations and holiday complaints. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of holidays. As well as developing a deeper understanding of how to conjugate verbs in the present, preterite and imperfect tenses. Looking at how to use the imperfect tense to describe where you stayed, and when to use the preterite and imperfect tenses to talk about the past.</div> <div>GW: students can use and recognise present tense verbs to say what they do during their holidays. Additionally, demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly</div> <div>BI: students can use and recognise 3 tenses to describe their holidays and write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future.</div> <div>EW: In addition, students can write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express their individual thoughts, ideas and points of view and that of others.</div> <div>Teaching - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills, as well as using exampro tasks and setting interleaving tasks for homework from across modules.</div> <div>Grammar focus – Adjectival agreements. Conjugating verbs in the present tense, preterite tense and imperfect tenses.</div> <div>Exam links - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Speaking exam, theme 2.</div> <div>Historical/cultural links – Gaudi architecture in Barcelona</div> <div>Equality Diversity and Inclusion: Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the major town of Barcelona.</div> <table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Communicating simple details about a past holiday.</td><td>Understand and communicate using the preterite and imperfect</td><td>Use of imperfect tense within the imperfect subjunctive.</td></tr></table>		Prior	Now	Next	Communicating simple details about a past holiday.	Understand and communicate using the preterite and imperfect	Use of imperfect tense within the imperfect subjunctive.
Prior	Now	Next									
Communicating simple details about a past holiday.	Understand and communicate using the preterite and imperfect	Use of imperfect tense within the imperfect subjunctive.									
11-Sep	B	2	L1-2 - Module 1 ¡Desconéctate! PDP Discussing holidays and weather. Revising present and preterite tense. L3 - exampro tasks to focus on reading and listening exam style questions.								
18-Sep*	A	3	L4-5 - Unit 1- ¿Qué haces en verano? Say what you do in summer. Use the present tense communicatae about yourself and others.								
25-Sep	B	4	L6-7 - Unit 2 – ¿Como prefieres pasar las vacaciones? Communicating holiday preferences and the likes of others. L8 - 5th lesson focus - translations and speaking practice.								
2-Oct	A	5	L9-10 - Unit 3 –¡Destino Barcelona! Use the preterite tense to day what you and others did on holiday. RECALL TASK								
9-Oct	B	6	L11-12 - Unit 4 – ¿Como era? Use the imperfect tense to describe where you stayed on holiday. EBI RECALL TASK L13 - 5th lesson focus 90(F), 150(H) word writing tasks								
16-Oct	A	7	L14-15 - Unit 5 – Quisiera reservar... Forming questions and understanding details when booking accommodation.								
23-Oct	B	8	L16-17 Unit 6 – Mis vacaciones desastrosas Understanding holiday problems, and how to use the present, preterite and imperfect tenses together. L 18 Extended writing task								

				Introduction to opinion phrases, adjectives, the preterite and imperfect tenses at KS3.	tenses more confidently and to refer to others	
Half-Term 7 weeks (18 lessons) (34 Days)						
6-Nov	A	9	L 1-2 Module 2 – Mi vida en el insti PdP 1 Communicating opinions on school subjects.	<b>Module 2 - Mi vida en el insti</b> Students will learn how to communicate and understand details in longer pieces about school life including school subjects, teachers, facilities, school rules, school trips and extracurricular activities. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of school. As well as developing a deeper understanding of how to conjugate verbs in the present, preterite and imperfect tenses. Looking at how to use the imperfect tense to make comparisons between previous and current schools.  <b>GW:</b> students can recognise and use a variety of tenses to talk about school. Additionally, demonstrate understanding of a range of short passages, which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly about school. <b>BI:</b> students can use direct object pronouns and make adjectives agree when giving opinions about others and recognise and write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to at least the past, present and future. <b>EW:</b> students can use a variety of tenses (present, near future and perfect) to describe events and In addition students can write coherent extended texts using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view about their school.  <b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills, as well as using exampro tasks and setting interleaving tasks for homework from across modules.  <b>Grammar focus</b> – Comparatives and superlatives. Conjugating verbs in the present tense and imperfect tenses. Use of desde hace and key phrases that use infinitives e.g. (no) se debe.  <b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Speaking exam, theme 3.  <b>Historical/cultural links</b> – Spanish school day and school system (ESO), and how year groups are referred to, students buy their own materials. Links to the city of Zaragoza for details about the school trip.  <b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in school between England, Spain and Hispanic countries .		
13-Nov	B	10	L3-4 PDP 2 - Describing teachers.and uniform. L5 - Use exampro for listening and reading tasks.			
20-Nov	A	11	L6-7 - Unit 1 - ¿Qué tal los estudios? Discuss school subjects and teachers. Use comparatives and superlatives. L8 - exam skills focus on writing 90 words			
27-Nov	B	12	L9-10 - Unit 2 - ¡Mi Nuevo insti! Describing school facilities. Using negatives. Using the imperfect tense to compare primary school and high school. <b>RECALL TASK</b>			
4-Dec	A	ST1	L11-12 - Unit 3 - ¡Está prohibido! Communicating school rules and problems. Using infinitives in key phrases. <b>EBI RECALL TASK</b> L13 - exam skills photo card / 40 words / translations			
11-Dec	B	ST1	L14 – 15 - Exams or continue with 1 lesson – focus on speaking skills, photo card and role play			
18-Dec	A	15	L16-17 Exams and EBIs or Photo card for speaking and writing. L18 - Spanish Christmas traditions.			

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				Prior	Now	Next
				Introduction to opinion phrases, comparatives, school subjects and imperfect tense at KS3.	Understand and communicate more detail about school facilities, make comparisons between schools.	Use of key phrases and infinitives in varied tenses. Problems that face the school system in Spain.
Christmas Holiday				6 weeks (15 lessons) (30 Days)		
8-Jan	B	16	<b>L1: PDP1</b> – Talking about socialising and family using verbs in the present tense. <b>L2: PDP1</b> – Talking about socialising and family using verbs in the present tense.	<b>GCSE Module 3 – Mi gente</b> Students will learn how to communicate and understand details in longer pieces about family and free time including hobbies, family members, descriptions, technology, going out and reading. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic. Students become more familiar and confident with using verbs in the 3 <sup>rd</sup> person to talk about others, and are introduced to the present continuous, to talk about what they are doing.  <b>Key Focuses: Viva GCSE textbook Module 3:</b> <b>GW</b> – pupils can understand more complex descriptions of others. <b>BI</b> – Pupils are able to use varied verbs when giving descriptions of others and understand different uses of ser and estar. <b>EW</b> – pupils can independently use describe friends and family in detail using different tenses.  <b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills. Regular links to GCSE and GCSE tasks are made and homework is set to recall prior knowledge and interleave topics.  <b>Grammar focus</b> – verbs in 3 <sup>rd</sup> person (plural), present continuous, ser and estar  <b>Exam links</b> - skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. This topic links to GCSE theme 1, family and relationships.  <b>Historical/cultural links</b> – focus on Salamanca, Spain (p56-57) and what you can do there, for example the main square, the cathedral, the river. Literary link to Cervantes on reading unit, the Spanish author (1547-1616) who wrote the most famous piece of Spanish literature; Don Quixote. Literary link to Mafalda, a famous Argentinian comic about a young girl who is worried about humanity and world peace, published 1964-1973.  Las Voces Inocentes – set in the 1980s in the middle of the civil war in El Salvador, the film is based on a true story and allows students to explore what life was like as well as key themes such as childhood and immigration. <b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in culture a Hispanic countries.		
15-Jan	A	17	<b>L3: PDP2</b> – Describing people using adjectival agreement <b>L4: PDP2</b> – Describing people using adjectival agreement <b>L5: U1</b> – talk about social networks using para with infinitives			
22-Jan	B	18	<b>L6: U1</b> – talk about social networks using para with infinitives <b>L7: U2</b> – make arrangements using the present continuous tense			
29-Jan	A	19	<b>L8: U2</b> – make arrangements using the present continuous tense <b>RECALL TASK</b> <b>L10: U3</b> – talk about reading preferences using a range of connectives <b>L11: U3</b> – talk about reading preferences using a range of connectives			
5-Feb	B	20	<b>L12: U4</b> – Describing people using ser and estar <b>EBI</b> <b>RECALL TASK</b> <b>L13: U4</b> – Describing people using ser and estar			
12-Feb	A	21	<b>L14: U5</b> – using reflexive verbs to talk about relationships with friends and family <b>L15: U5</b> – using reflexive verbs to talk about relationships with friends and family <b>L16: Extended writing</b>			

				<table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Communicating simple details about family and activities. Introduction to opinion phrases, and adjectives in year 8.</td><td>Understands and can communicate more confidently using verbs in 3<sup>rd</sup> person. Able to recognise and use the present continuous to talk about themselves.</td><td>Use a variety of tenses to talk about family and relationships.</td></tr></table>	Prior	Now	Next	Communicating simple details about family and activities. Introduction to opinion phrases, and adjectives in year 8.	Understands and can communicate more confidently using verbs in 3 <sup>rd</sup> person. Able to recognise and use the present continuous to talk about themselves.	Use a variety of tenses to talk about family and relationships.
Prior	Now	Next								
Communicating simple details about family and activities. Introduction to opinion phrases, and adjectives in year 8.	Understands and can communicate more confidently using verbs in 3 <sup>rd</sup> person. Able to recognise and use the present continuous to talk about themselves.	Use a variety of tenses to talk about family and relationships.								
Half-Term 5 weeks (12 lessons) (24 Days)										
26-Feb	B	22	L1-2 - Module 5 – Ciudades PDP 1&2 - recapping places in the town,	<b>Module 5 - Ciudades</b> Students will learn how to communicate and understand details in longer pieces about town and region including places in town, shopping, features of a region, problems, and the pros and cons of different places to live. They extend and build on prior knowledge linking to this topic, and learn how to adapt and use previously learnt grammar points and vocabulary within the topic of town and region. As well as developing a deeper understanding of how to conjugate verbs in the present, preterite and future simple tenses. Looking at how to use the future simple tense to talk about what you will do tomorrow, and how to recognise and use different tenses together.  <b>Key Focuses: Module 5</b> <b>GW:</b> students can use and recognise the present tense to describe their town, demonstrate understanding of main points, opinions, overall message and some detail in short written texts <b>BI:</b> students can use and recognise complex opinion structures and give opinions on their area. And Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future <b>EW:</b> students can use a variety of tenses to describe their areas and activities in their town and deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammar.  <b>Teaching</b> - Teachers to use the main department PPT to support their lessons which includes a range of key tasks covering all exam skills, as well as using Exampro tasks and setting interleaving tasks for homework from across modules. <b>Grammar focus</b> – Adjectival agreements. Conjugating verbs in the present tense, preterite tense, future simple and conditional. Using synonyms and antonyms <b>Exam links</b> - Exam skills to be covered as outlined with reading, writing, listening, speaking and translating should be covered every 2 lessons. Speaking exam, theme 2. <b>Historical/cultural links</b> – lifestyle and architecture in Arequipa, Peru, for example Volcano Misti and it's impact on life in the city, 'white' architecture and Alpacas and tourism. Language variations/vocabulary differences between Castilian Spanish and South American Spanish, for example coche = carro, patata = papa, movil = cellular  <b>Equality Diversity and Inclusion:</b> Students are presented with a diverse diet of representatives from all communities within the Hispanic world. Students look at the difference in towns between England, Spain and Hispanic countries .						
4-Mar	A	23	L3 PDP 2 – talking about shops and numbers L4-5 - Unit 1 - ¿Cómo es tu zona? Describing a region. Using se puede + infinitives							
11-Mar	B	24	L6-7 - Unit 2 - ¿Qué haremos mañana? Using the simple future tense to make plans for visiting different regions of Spain							
18-Mar	A	25	L8 - -Complete past paper AQA style - walking talking mock - writing L9 – De compras Communicating details about clothes and shopping using demonstrative adjectives. RECALL TASK							
25-Mar*	B	26	L10 – De compras Communicating details about clothes and shopping using demonstrative adjectives. EBI RECALL TASK L11-12 - Unit 4 – los pros y los contras de la ciudad Communicating advantages and disadvantages about a city and region. Use the conditional tense to see how a town could improve.							

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				Communicating simple details about my town. Introduction to opinion phrases, adjectives, the preterite and future tenses at KS3.	Understand and communicate using the preterite and future simple tenses more confidently and to refer to others		Use of 'si' clauses using the future and conditional.
<b>Easter Holiday</b>				6 weeks (15 lessons) (29 Days)			
15-Apr	A	27	L1-2 - Unit 5 - ¡Destino Arequipa! F: describing a visit in the past, using different tenses together H: using different tenses together, recognising and using idioms L3 - ext writing preparation – 90 F /150 H	See above			
22-Apr	B	28	L4 - extended writing task L5 - Role plays & photocard speaking task				
29-Apr	A	29	L6-8- Prepare general conversation questions on the themes covered to date				
6-May*	B	30	L9-10 – AQA past papers / Exampro tasks – Listening and reading walking talking mocks				
13-May	A	31	L11 – AQA past papers / Exampro tasks – writing walking talking mocks L12-13 – SPEAKING exam preparation				
20-May	B	ST2	L14-15 When students are present interleave modules 1-5 revision modules EXAMS & Feedback				
<b>Half-Term</b>				7 weeks (17 lessons) (35 Days)			
3-Jun	A	ST2	L1-2 When students are present interleave modules 1-5 revision modules EXAMS & Feedback				
10-Jun	B	ST2	L3-5 When students are present – speaking exam practice / prep EXAMS & Feedback				
17-Jun	A	35	L6-7 Speaking booklets / exam prep				

24-Jun	B	36	L8 - Feedback from speaking exams. EBI for speaking booklets L9-10 – revisit module 4 – use Higher textbook	
1-Jul	A	37	L11 -12 – revisit module 4 – use Higher textbook	
8-Jul	B	38	L13-15 – revisit module 4 – use Higher textbook	
15-Jul	A	39	L16-17 – revisit module 4 – use Higher textbook	
(Total: 190 Days)				

\* Bank Holidays

Overview of Year 11	
Based on your Flight Path (E.g. Targets 1L – 4L)	By the end of Year 10, students will have learned
<b>GW:</b> (E.g. Grade 1)	Details of what content students should have learned; skills acquired; connections they might within and across subject(s). <i>E.g. Students can demonstrate ...</i>
<b>BI:</b> (E.g. Grades 2-3M)	<i>Students can recognise ....</i>
<b>EW:</b> (E.g. Grades 3U-4L)	<i>Students can understand information from a variety ....</i>

### Prompt Questions

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Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
  - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned

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- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)