

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 2025-26 – Spanish											
Date	Wk	Week	Units Studied & Learning Outcomes	Key Concepts & Assessment							
8 weeks (18 Lessons) (38 Days)											
Tues 2-Sep Tues Y7 only Wednesday- whole school	A	1	First lesson quiz / recap KS3 foundational concepts L1- 2 dependant on lessons in this week) Module 1 ¡diviétete! Zona de cultura Discussing the Spanish speaking world (recall from KS3) Revising present tense and adjectives.	GCSE Module Module 1 ¡diviétete! Students will learn how to communicate and understand details in longer pieces about free time including hobbies, 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 rd person to talk about others, and are introduced to the present continuous, to talk about what they are doing. Key Focuses: Spanish GCSE textbook Module 1: GW – pupils can understand more complex descriptions of free time. BI – Pupils are able to use varied verbs when giving descriptions of free time activities. EW – pupils can independently use describe free time in detail using different tenses. Teaching - 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.							
8-Sep	B	2	L3-5 Unit 1- ¿mi vida digital? Say what you do on line. Use the present tense and expressions of frequency to communicate about yourself and others on line. exampro tasks to focus on reading and listening exam style questions.	Grammar focus – verbs in 3 tenses, expressions of frequency and irregular present tense verbs Exam links - 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. Historical/cultural links – 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. Equality Diversity and Inclusion: 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-Sep (INSET Friday)	A	3	L6-7 - Unit 2 – ¡Disfrutamos al maximo! Communicating sport and free time preferences using opinion verbs and expressions								
22-Sep	B	4	L8 - Exam Skill Lesson: AQA writing Task communicating information about Theme 1. L9-10 - Unit 3 – ¿Quedamos? Use the near future tense to arrange to go out. Listening for preferences.								
29-Sep	A	5	L11-12 RECALL TASK Unit 4 – ¿el fin de semana pasada? Use the preterite tense to describe what you did last weekend. Phonics focus “C” . EBI RECALL TASK								
6-Oct	B	6	L13-14 - Unit 5 – un dia fatal Describing when things went wrong. Using direct object pronouns Practise L15 - Exam Skill focus: Translation	<table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Communicating simple details about free time and activities. Introduction to</td><td>Understands and can communicate more confidently using verbs in 3rd person. Able to</td><td>Use a variety of tenses to talk about free time.</td></tr></table>		Prior	Now	Next	Communicating simple details about free time and activities. Introduction to	Understands and can communicate more confidently using verbs in 3 rd person. Able to	Use a variety of tenses to talk about free time.
Prior	Now	Next									
Communicating simple details about free time and activities. Introduction to	Understands and can communicate more confidently using verbs in 3 rd person. Able to	Use a variety of tenses to talk about free time.									

13-Oct	A	7	L16- 17 Focus on exam skills Extended writing task	opinion phrases, and adjectives in year 8.	recognise and use the present continuous to talk about free time.		
20-Oct	B	8	L 1-3Module 2 – viajes Zona de cultura Communicating opinions places to visit using me gusta(n)/ me gustaria... Exam skill – Exam Skill Lesson: Applying higher-level opinions and three tenses to a photo card task.				
Half-Term 7 weeks (18 lessons) (34 Days)							
3-Nov	A	9	L4-5 Unit 1 En ruta Discussing travel plans. Using comparatives and se puede (n0 + infinitive) Use exampro for listening and reading tasks.	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.			
10-Nov	B	10	L6-7 – Unit 2 – De fiesta en fiesta Discuss festivals in the Spanish speaking world Use superlatives and si clauses. L8 - exam skills focus on writing 50/90 words				
17-Nov	A	11	L9-10 - Unit 3 – Mis últimos vacaciones Describing a past holiday. Using acabar de and using a range of structures to express past opinions. RECALL TASK	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 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. 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.			
24-Nov	B	12	L11-12 - Unit 4 – Donde te quedaste Describing where you stayed using the imperfect tense and focus on spotting positive / negative opinions. EBI RECALL TASK L13 - exam skills Exam Skill focus: Read aloud				
1-Dec	A	13	L14 – 15 - Unit 5 - Mi aventura por América latina Describing holidays using a variety of tenses Using suelo +inf	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.			
8-Dec	B	14	L16-17 Exams and EBIs or Focus on skills Photo card for speaking and writing. L18 – Extended writing task Spanish Christmas traditions	Grammar focus – Adjectival agreements. Conjugating verbs in the present tense, preterite tense and imperfect tenses. 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.			
15-Dec	A	15	GCSE Module 3 – Mi gente mi mundo L1-2 Zona de cultura Communicating information about families and focus on possessive adjectives. Exam skill – Exam Skill Lesson: Role Play tasks	Historical/cultural links – Gaudi architecture in Barcelona 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.			
				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.	

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?

				Introduction to opinion phrases, adjectives, the preterite and imperfect tenses at KS3.	tenses more confidently and to refer to others							
Christmas Holiday				6 weeks (15 lessons) (30 Days)								
5-Jan	B	16	L3-4 Unit 1 Esta es mi gente Discussing and giving descriptions of people Using ser and estar and using the present continuous to describe a photo L5 - describing a photo	GCSE Module 3 – Mi gente mi mundo 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 rd person to talk about others, and are introduced to the present continuous, to talk about what they are doing. Key Focuses: Viva GCSE textbook Module 3: GW – pupils can understand more complex descriptions of others. BI – Pupils are able to use varied verbs when giving descriptions of others and understand different uses of ser and estar. EW – pupils can independently use describe friends and family in detail using different tenses. Teaching - 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. Grammar focus – verbs in 3 rd person (plural), present continuous, ser and estar Exam links - 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. Historical/cultural links – 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. Equality Diversity and Inclusion: 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. <table><tr><th>Prior</th><th>Now</th><th>Next</th></tr><tr><td>Communicating simple details about family and activities. Introduction to</td><td>Understands and can communicate more confidently using verbs in 3rd person. Able to recognise and use the</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	Understands and can communicate more confidently using verbs in 3 rd person. Able to recognise and use the	Use a variety of tenses to talk about family and relationships.
Prior	Now	Next										
Communicating simple details about family and activities. Introduction to	Understands and can communicate more confidently using verbs in 3 rd person. Able to recognise and use the	Use a variety of tenses to talk about family and relationships.										
12-Jan	A	17	L6-7 – Unit 2 – Mis famosos favoritos Discuss your favourite celebrities Saying how long you have been doing something RECALL TASK									
19-Jan	B	18	L8-10 - Unit 3 – Amigos para siempre Discussing friendships with family and friends Using reflexive verbs and pronouns me and te Exam skill focus on writing 50/90 words focus on reading									
26-Jan	A	19	L11-12 - Unit 4 – Asi soy yo Describing identity and things that matter to you Using para+ infinitive EBI RECALL TASK									
2-Feb	B	20	L13 - exam skills Exam Skill Lesson: Using the present tense to describe a photo card. Recalling three tenses to communicate information about people who you admire / celebrities. L14 – 15 - Unit 5 - Necesito ayuda, ¿qué puedo hacer? Discussing problems and giving advice Using estar to express moods Using podrias and deberias + infinitives									
9-Feb	A	21	L1-2- Unit 5 – celebraciones Talking about family celebrations Using a variety of of verbs in the preterite tense Extended writing task AQA style									

				opinion phrases, and adjectives in year 8.	present continuous to talk about themselves.								
Half-Term													
5 weeks (12 lessons) (24 Days)													
23-Feb			- Module 4 Mi estilo de vida L3 zona de cultura – talking about Typical food in Spanish speaking countries Using adjectives of nationality L4-5 - Unit 1 - ¿llevas una vida sana? Describing healthy daily routines Using indefinite adjectives and tener +noun Exam skills speaking tasks - Examination dictation and GC speaking.	- Module 4 Mi estilo de vida Students will learn how to communicate and understand details in longer pieces about healthy living and healthy lifestyles. 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 health and wellbeing 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. Key Focuses: Module 5 GW: students can use and recognise the present tense to describe their lifestyle, demonstrate understanding of main points, opinions, overall message and some detail in short written texts BI: 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 EW: students can use a variety of tenses to describe their wellbeing and lifestyle and deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammar. 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. Grammar focus – Adjectival agreements. Conjugating verbs in the present tense, preterite tense, future simple and conditional. Using synonyms and antonyms 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. Historical/cultural links – lifestyle and traditional food in Spain and Hispanic countries, for example Language variations/vocabulary differences between Castilian Spanish and South American Spanish, for example coche = carro, patata = papa, movil = cellular for food. Equality Diversity and Inclusion: 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 .									
2-Mar	B	22	L6- Unit 2 - ¿Somos lo que comemos? Discussing meal times and food trends Using direct object pronouns and practise listening skills. L7 - -Complete past paper AQA style - walking talking mock - writing										
9-Mar	A	23	L9 – 11 Unit 3 ¡ Los tiempos cambian ! Communicating details about old and new habits Using the imperfect tense. RECALL TASK										
16-Mar	B	24	L12-13 unit 4 – ¡ Qué mal estoy ! Talking about illnesses and injuries Using reflexive verbs in the preterite tense. EBI RECALL TASK feedback										
23-Mar	A	25	L14-16 - Unit 5 – Mi salud, de la cabeza a los pies Communicating future plans for health and well being Using the simple future tense and if clauses -Complete past paper AQA style - walking talking mock - Listening/Reading focus - topic tests										
				<table><tr><th>Prior</th><th>Now</th><th></th></tr><tr><td>Communicating simple details about my town. Introduction to opinion phrases, adjectives, the preterite and future tenses at KS3.</td><td>Understand and communicate using the preterite and future simple tenses more confidently and to refer to others</td><td>Use of ‘si’ clause and conditionals</td></tr></table>				Prior	Now		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’ clause and conditionals
Prior	Now												
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’ clause and conditionals											
30-Mar (finish Wednesday 1 st April)	B	26	L17-18 When students are present interleave modules 1-4 revision modules EXAMS & Feedback										
	A	ST1											

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?

Easter Holiday			6 weeks (15 lessons) (29 Days)			
20-Apr	B	ST1	L1-2 When students are present interleave modules 1-4 revision modules EXAMS & Feedback	<p>Module 2 - A Clase Students will learn how to communicate and understand details in longer pieces about school life including school subjects, teachers, facilities, school day routines, school trips and what their ideal school would be like. 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.</p> <p>GW: 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.</p> <p>BI: 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.</p> <p>EW: 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.</p> <p>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.</p> <p>Grammar focus – 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.</p> <p>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 3.</p> <p>Historical/cultural links – 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.</p> <p>Equality Diversity and Inclusion: 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 .</p>		
27-Apr	A	29	L3-4-5 When students are present interleave modules 1-4 revision modules EXAMS & Feedback			
4-May (Bank holiday Mon)	B	30	Module 5 A clase L6-7 zona de cultura learning about schools in Spain Using the absolute superlative			
11-May	A	31	L8-9 Unit 1 Un día en el insti Talking about a typical day Using relative pronouns Focus on translating effectively L10 Mid term teacher assessed task			
18-May	B	32	L 11-12 Unit 2¿Qué tal tus estudios ? Talking about your studies Using lo que Talking about the opinion of others			
			<table><tr><th>Prior</th><th>Now</th><th>Next</th></tr></table>	Prior	Now	Next
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.
Half-Term 7 weeks (17 lessons) (35 Days)						
3-Jun	A	33	L1-2 Unit 3 ¿Como cambriarías tu instito ? Talking about your school Using the conditional tense Using impersonal verbs with an infinitive L 3 : Exam Skill Lesson: Writing Tasks / 50 word written tasks (F) 90 word written tasks (H)	(as above)		
10-Jun	B	34	L4-5 - Unit 4 la gente de mi insti Talking about students and teachers in school Using negatives and forming questions L6 Focus on General conversation practice			
17-Jun	A	35	L7-8 Speaking booklets / exam prep			
24-Jun	B	36	L9-11speaking exams. EBI for speaking booklets looking at possible questions that may come up.			
1-Jul	A	37	L12-13 – unit 4 –el viaje de fin de curso Describing a school trip in the past Using adjectives and adverbs Identifying false friends			
8-Jul	B	38	L14-15 – College visits this week Focus on all skills for exams L&R&W			
15-Jul	A	39	L16-17 – Revisit all of Y10 grammar points across the 5 modules			
(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
GW: (E.g. Grade 1)	Details of what content students should have learned; skills acquired; connections they might within and across subject(s).

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?

	<i>E.g. Students can demonstrate ...</i>
BI: (E.g. Grades 2-3M)	<i>Students can recognise</i>
EW: (E.g. Grades 3U-4L)	<i>Students can understand information from a variety</i>

Prompt Questions

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?

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