

'Raising the Achievement of All'

Year 10 CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	Háblame de tu familia.¿Cómo eres? ¿Cómo te llevas con tu familia y con tus amigos?¿Como sería tu amigo/a ideal?¿Qué haces cuando sales con tus amigos?¿Qué piensas sobre el matrimonio?	¿Cómo te mantienes en forma?¿Llevas una vida sana?¿Qué hiciste la semana pasada para mantenerte en forma?¿En tu opinión, es importante hacer ejercicio?¿Cómo era tu estilo de vida antes y cuál es tu intención para el futuro?	¿Cómo es tu colegio?¿Cómo sería tu colegio ideal?¿Qué opinas sobre los deberes?¿Cómo era tu escuela primaria?¿Qué harás cuando termines el colegio?¿Qué trabajo te gustaría hacer en el futuro?	¿Qué haces en tu tiempo libre? ¿Qué deportes practicas?¿Qué tipos de programas te gustan? ¿Dónde los ves?¿Te gusta leer? Por qué (no)?¿Qué tipo de música escuchas?¿Para qué usas la tecnología?¿Cuáles son las ventajas y desventajas de las redes sociales?	Describe a tu persona famosa favorita. ¿Cuáles son las ventajas de ser famoso?¿Quién es tu cantante favorito?¿Qué opinas sobre las películas de acción?¿Qué piensas de ver vídeos online?Háblame de una película que te gusta. ¿Cuál es tu opinión sobre los programas de telerrealidad?	¿Cuál es tu opinión sobre las fiestas en tu país? ¿Qué hiciste para celebrar tu cumpleaños?¿Qué haces durante Navidad y Nochevieja?¿Cuál es tu opinión sobre las fiestas españolas? ¿Qué piensas de los fuegos artificiales? ¿Qué hiciste en un día especial en el pasado?
Content: 'Know what'	AQA GCSE Theme 1 PEOPLE AND LIFESTYLE. Identity and relationships with others. To describe your nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, and that of others.	AQA GCSE Theme 1 PEOPLE AND LIFESTYLE. Healthy living and lifestyle. To describe your level of fitness. To talk about your fitness and health routine. To describe your diet and preferences for food and drink. To say what makes a good or a bad diet.	AQA GCSE Theme 1 PEOPLE AND LIFESTYLE. Education and work. To give and justify opinions about subjects, homework, school rules, uniform, teachers and exams. To talk about school life and daily routine, including clubs and sporting activities.	AQA GCSE Theme 2 POPULAR CULTURE. Free time activities and media and technology. To say what free-time activities I like and dislike and why. To give opinions about types of sport, advantages and disadvantages watching/participating.	AQA GCSE Theme 2 POPULAR CULTURE. Celebrity culture. To talk about and describe celebrities/famous people that you know. To talk about why they are famous, their achievements and lifestyle.	AQA GCSE Theme 2 POPULAR CULTURE. Customs festivals and celebrations. To describe festivals in the UK and in the target language-speaking countries/communities and give your opinion about them.

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CONTEXTUALISED/INCLUSIVE

AMBITIOUS

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Content: 'Know what'	- To describe members of your family or friends in detail. - To say what activities you do with others. - To describe your friendships with others, giving reasons for getting on/not getting on with people. - To describe the qualities of an ideal partner and give reasons why. To name different types of partnership with advantages and disadvantages.	- To discuss how to achieve good physical and mental well-being. To give reasons for staying healthy and consequences of not staying healthy. - To talk about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences. - To talk about illness and injuries. - To say what your lifestyle was like in the past and your future intentions.	- To describe school facilities and how you get to school. To describe your ideal school. To talk about primary school. - To talk about post-16 studies: options available, future intentions and plans. - To talk about issues at school. - To say what jobs people have and list advantages of disadvantages. - To describe what a job entails and places of work. - To talk about the personal qualities and skills required for a job. - To talk about work experience. - To discuss a dream job and your personal ambitions. - To give opinions about working abroad.	- To talk about film and television. To give reviews and opinions. To say what film or programme is your favourite and who your favourite stars are. To say where you watch these and to give advantages and disadvantages of watching in that way. - To discuss reading habits. - To say what music you like and how you like to listen to it. To talk about concerts, favourite artists and musical activities that you like to attend. - To discuss food and drink preferences, eg fast-food, eating with friends, eating in different places and when, eg special occasions. - To discuss shopping habits and preferences, including favourite shop/location. - To say how you use the internet, how often, your preferences, and to list advantages and disadvantages. - To say what social media apps or platforms you use, how often, and what you think are the advantages and disadvantages. - To say what mobile phone technology you use (computers, phones, tablets and other devices), why you use it, and their advantages and disadvantages. - To give your opinions about the importance of technology to young people and society.	- To talk about celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, and give your opinions about it. - To give your opinion about their activities and to discuss their influence on young people and wider society. - To describe events involving famous people eg sport, music, film, TV, fashion, culture and technology.	- To describe customs and say what you do on celebrations at home and elsewhere (eg birthdays, parties, weddings, etc). - To say how you prefer to celebrate these. - To say what food is consumed on special occasions and at celebrations. - To talk about a special day in the past.

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Expertise 'Know how'	Ser, tener (present tense) Adjectival phrases (regular adjective agreement, position, uses of <i>ser</i> and <i>estar</i> and comparison) Articles Formation of feminine and plural nouns Demonstrative adjectives Possessive adjectives Adverbial phrases (phrases, position and comparative structures) Modal verbs (<i>poder</i> and <i>querer</i> + infinitive)	Word order of singular reflexive pronouns in one and two verb constructions (me, te, se) Neuter demonstrative pronouns (esto, eso) Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno) Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs <i>ser</i>, <i>ir</i> and <i>ver</i>) Impersonal verbs (se puede, se necesita) Modal verbs (<i>deber</i> and <i>tener que</i> + infinitive)	Subject pronouns Present tense (regular and irregular verbs like <i>encontrar</i>, <i>pensar</i>, <i>pedir</i>, <i>poner</i>, <i>conocer</i>, <i>estar</i>, <i>hacer</i>, <i>ir</i>, <i>ser</i> and <i>tener</i>) Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses) Future tense and Conditional tense (1st, 2nd and 3rd and person singular of irregular verbs <i>tener</i>, <i>hacer</i>, <i>poder</i>, <i>poner</i>, <i>haber</i>, <i>querer</i> and <i>saber</i>) Impersonal verbs (hay, hay que)	Stem changing irregular verbs Infinitive used as a noun Preterite tense (regular and irregular verbs <i>ir</i>, <i>ser</i> and <i>dar</i>, and modal verbs <i>deber</i> and <i>saber</i>) Irregular preterite stems (<i>tener</i>, <i>poder</i>, <i>hacer</i>, <i>venir</i>, <i>estar</i>, <i>poner</i>, <i>querer</i>, <i>decir</i> and <i>traer</i>) Syntax of <i>interesar</i>-type verbs Para + infinitive Position of adverbs of time, manner and place Comparative structures (regular forms <i>más...que/de</i>, <i>menos...que/de</i>, <i>tan...como</i> and irregular forms <i>mejor</i> and <i>peor</i>)	Use of the relative pronoun <i>que</i> in subject relative clauses Modal verbs (saber + infinitive) Use of comparatives: Más (...que) (adj/adv + -er (...than), more (...than)) Más de (+ num) (more than (+ num)) Menos (...que) (less (...than), fewer (...than)) Menos de (+ num) (fewer than (+ num)) Mejor (better) Peor (worse)	Indirect object pronouns (le doy, quiero darle) Interrogative pronouns Multi-word complex fixed phrases (quisiera + infinitive, me/te/le gustaría + infinitive) Interrogatives Passive voice in all required tenses (ser + past participle + por; se + 3rd person singular or plural)

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Literacy/ Numeracy/ SMSC/	Grammar as described above Family life Spanish speaking countries	Grammar as described above Lifestyle in Spanish speaking countries	Grammar as described above Education system in Spanish speaking countries	Grammar as described above Food and drink in Spanish speaking countries	Grammar as described above Celebrities in Spanish Speaking countries.	Grammar as described above Festivals in Spanish speaking countries.
Disciplinary literacy	Develop GCSE reading skills by interpreting authentic texts and recognising unfamiliar vocabulary through linguistic knowledge. Use a wide range subject-specific vocabulary accurately in speech and writing. Apply complex grammatical structures confidently. Translate accurately between English and the target language. Evaluate and refine written work for accuracy.					
Careers	Post-16 Pathways (A Levels and apprenticeships) Technology and Media careers. Marketing, Social Media and International Business, Research an international company and identify where languages are needed. Mock interview for an overseas internship (simple questions in French/Spanish) Resources: Jobs that use Modern Languages - Careers - BBC Bitesize My Learning My Future: MFL/ Languages CEC Resource Directory Careers Advice & Guidance Online Platform - Morrisby					

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