

Year 10 Spanish Curriculum Map – 2025-26

Term 1 – Identity and Free Time		Term 2 – Media, technology and celebrity culture		Term 3 – Healthy lifestyle and festivals	
Content	Grammar and Phonics	Content	Grammar and Phonics	Content	Grammar
<div><div>10</div><div>Unit description</div></div> <div><u>Course explanation and Expectation</u> <u>Identity and relationships</u> Nationality, character, personality, sexual orientation, beliefs, physical description of yourself and others. Relationships with friends and family. Qualities of a good friend Ideal partner Pros and cons of different partnerships. <u>Free time</u> TV and cinema Music and reading Sports Shopping and eating out Arranging to go out Describing last weekend</div>	<div><u>Grammar</u> Present tense ser/tener Adjectival phrases, use of ser/estar Articles Forming feminine and plural nouns Demonstrative adjectives Possessive adjectives Adverbial phrases Modal verbs (poder/querer + infinitives) Word order of direct/indirect object pronouns Prepositions (personal a, possessive de, para/sin+ infinitive) Stem changing verbs Infinitive used as a noun Preterit tense regular and irregular verbs Irregular preterit stems Syntax of gustar-type verbs <u>Higher tier only</u> Adjectival phrases (lo+adjective) Possessive adjectives Regular superlative adjectives Adverbial phrases (superlative adverb) Prepositions (antes de, después de) Preterit tense verbs with spelling changes <u>Phonics</u> a/e/i/o/u ga/go/gu/ge/gi/gue/gui/i</div>	<div><u>Media and technology</u> Mobile technology Uses of Internet Advantages and disadvantages of the internet <u>Celebrity culture</u> Give personal details and opinions on celebrities. Opinions of famous people in magazines, social media, reality TV etc Influence of celebrities on young people and society. Events involving famous people (music, film, TV, fashion, culture and technology) <u>Healthy lifestyle</u> Sports and keeping fit Healthy diet Reasons to stay healthy Healthy and unhealthy lifestyle choices (fast food, cooking, smoking/vaping, drugs, alcohol) Illness and injuries</div>	<div><u>Grammar</u> Para+infinitive Position of adverbs of time, manner and place Comparative structures 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 ser, ir and ver) Impersonal verbs (se puede, se necesita) Modal verbs (deber and tener que + infinitive) <u>Higher tier only</u> Impersonal verbs (falta, hace falta, vale la pena) Reflexive use of plural forms of pronouns (nos, os, se) Negatives (ya no, (no) tampoco, (no)...ni..., (no) ni...ni...) Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs ser, ir and ver) <u>Phonics</u> V r/rr r following consonants n, l or s</div>	<div><u>Healthy living cont'd</u> Past and present lifestyle choices. Future intentions. <u>Revision and EOY Exams Feedback</u> <u>Customs, festivals and celebrations</u> Festivals in France and the UK. Customs in the Francophone world. Festivals and celebrations with family and friends. Food and drink in celebrations. Film study</div>	<div><u>Grammar</u> Indirect object pronouns (le doy, quiero darle) Interrogative pronouns Multi-word complex fixed phrases (Quisiera + infinitive, me/te/le/gustaría + infinitive) Interrogatives <u>Higher tier only</u> Passive voice in all required tenses (ser+ past participle, se + 3rd person) <u>Phonics</u> Ca Co Cu Cu + vowel</div>

	Assessment	<u>Listening, Reading and Translation assessment</u>	<u>Listening, Reading and Translation assessment</u>	<u>End of Year Exams</u>
		<u>Written assessment – extended writing task</u>	<u>Written assessment – extended writing task</u>	<u>Speaking mock exam 1</u>
		<u>Vocabulary task</u>	<u>Vocabulary task</u>	<u>Vocabulary task</u>
		Vocabulary testing on quizlet/Languagenut/linguасcope	Vocabulary testing on quizlet/Languagenut/linguасcope	Vocabulary testing on quizlet/Languagenut/linguасcope

Students will also have weekly vocab learning.

All resources are on TEAMS

Vocabulary matches with new AQA scheme of learning for the new GCSE/KS3

Workbooks can be used for extension

Each lesson should start with a retrieval task as suited to the teaching group. Retrieval should be closed book.

Yellow highlighted content indicates content to be revisited at KS4

Highlighted grammar to be revisited as labelled:

Verbs and tenses

Nouns and articles

Adjectives and agreement

High level structures

Opinions and reasons

Reference NC -

Understand and respond to spoken and written language from a variety of authentic sources: songs on Youtube, listening activities made by native speakers in school, timetables from Spanish schools, maps of Spanish cities.

Speak with increasing confidence, fluency and spontaneity: all students encouraged to use TL classroom phrases, speaking tasks based on style of GCSE assessment, increased emphasis on peer speaking activities.

Write at varying length, for different purposes, using a variety of grammatical structures: students begin to conjugate verbs in the present tense, express opinions and build vocabulary in lessons and independently. Students can use basic opinion phrases and begin to justify their opinions. Students can begin to use a variety of verbs in the 3rd person to talk about their wider life.

Discover and develop and appreciation of a range of writing in the language studied: students will look at letters, blogs, songs and poems on each term’s topic. Towards the end of TERM 2 students can look at an authentic text (children’s story).

Year 11 Spanish Curriculum Map – 2025-26

		Term 1 – Local area, holidays		Term 2 – School and future plans		Term 3 – Revision and assessment	
		Content	Grammar	Content	Grammar and Phonics	Content	Grammar
11	Unit description	<p>Home, town and local area Describing my house Opinions on current, past and future homes Describe your local area and what you can do or see there. Opinions on local facilities, advantages and disadvantages. Where you would like to live. Describe environmental issues. What you do, did and will do to protect the environment.</p> <p>Holidays Describe a normal holiday Travel and accommodation preferences Past, future and ideal holidays</p>	<p>Grammar F Revise present tense Adjectival agreement Memorisation for different tenses Se puede Negatives Comparatives and superlatives Conditional tense (Quisiera) Preterite tense (fui and fue) Simple future</p> <p>Additional H Grammar Imperfect Desde hace + present tense Alguno/ninguno Impersonal verbs (parece, hace falta, vale la pena) All conjugations of preterite Subjunctive with “si”</p>	<p>School School subjects and opinions of subjects and teachers. School life, timetables and clubs School facilities and transport School rules Uniform Opinions Post-16 options</p> <p>Future plans Jobs Personal qualities and skills Describe what a job entails Places of work Work experience Future plans</p>	<p>Grammar F Comparative and superlative Reflexive verbs Word order Adjectival agreement Se debe, no se debe Si fuera director, permitiría... Near future Soy/es Tienes que/hay que Preterite tense Conditional tense</p> <p>Additional H Grammar Verbs of obligation Imperfect tense Impersonal verbs Stem changing verbs</p>	Speaking Exams Revision and completion of past papers Exams/study leave	
	Assessment	Mock exams in all four skills		Writing FMW on topic of school and work			

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Modern Foreign Languages Faculty

Curriculum – Key Stage 4

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>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

KS4 MFL:

- Reflect on personal experiences and foster a sense of belonging and interconnectedness with others, the world and the universe. Inspire awe through differences in ways of life
 - ✓ **Introducing students to real life scenarios and comparing life in the UK and other countries across a variety of topics such as school, family units, food and drink and festivals. Encouraging students to reflect and compare experiences of different ways of life from how people greet each other, to different relationships and jobs. Students learn more details about controversial issues in other countries and discuss how this compares to their own situation.**
- Using hands-on activities, field trips and authentic materials to immerse students in learning and evoke wonder.
 - ✓ **Students are also exposed to a variety of film, literature and music to help broaden their horizons, find new interests and foster a sense of interconnectedness with the country of study. Important days and festivals in the Spanish/French calendar are celebrated with events, competitions and lesson content.**
- Encourage creative expression:
 - ✓ **Students are encouraged to use their creative abilities to design, for example, their own family tree, restaurant menus, Christmas cards, school or uniform designs. Students are encouraged to reflect critically on the differences between cultures.**