**Y10 Spanish Curriculum Progression Map**

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|  | **Term 1 + 2** | **Term 3 + 4** | **Term 5 + 6** |
| **Dates** | September – December | January – March | April - July |
| **Weeks** | Approximately 14 weeks | Approximately 11 weeks | Approximately 13 weeks |
| **Lessons** | Approximately 35 lessons | Approximately 25 lessons | Approximately 32 lessons |
| **Inset** |  |  |  |
| **Unit Title** | Family and relationships and free time | House and home + School and education | School and education |
| **Sequence** | * Personal descriptions + irregular verbs “tener” and “ser” * Family members + possessive adjectives and 3rd person singular and plural * Family relationships + imperfect tense * Ideal partner + conditional tense * Sports * Using 3 tenses together * Imperfect vs. preterite tense * Hobbies * Reinforcing of preterite tense * Irregular verbs in the preterite tense * TV and cinema * Adjective agreements * Technology * Use of “se puede” + infinitive | * My house * My city * Negative structures “ni…ni…” and « tampoco » * Town location and features * Pros and cons of living in a city * Directions, invitations, souvenirs * School subjects * Comparatives * Complex, justified opinions * School facilities * Complex opinion phrases * Adjective agreements | * School uniform * Verb “llevar” * Teachers * Superlatives * Complex descriptions * Complex connectives * Imperfect tense * Primary school vs. secondary school + imperfect tense * School system in Spain * What you’d change about your school + conditional tense * School rules + modal verb structures * Life after school + near future tense/simple future tense |
| **Rationale** | This topic builds upon key vocabulary and tenses studied in KS3. Due to pupils being able to write/speak about “what they know” it’s the best topic to start GCSE.  Key information is built up to ensure that reading, listening, speaking and writing skills are strong before tackling more complex topics and vocabulary.  Here, we build upon key grammar and vocabulary with justified opinions and using 3 tenses together (minimum needed for Grade 4)  KS3 elements such as tenses and adjective agreements are reinforced and key skills are practised throughout. | This builds upon the previous two topics by recycling vocabulary and tenses while adding more complex structures such as prepositions, negatives and reflexive verbs.  Much of the vocabulary in this topic will be revisited at the start of Y11 in the topic of global issues.  The year 7 topic of school is revisited here but in a more challenging way by adding tenses and complex structures.  Pupils are also encouraged to re-use many of the structures seen in previous topics such as reflexive verbs and negatives. | Here we build even further upon the topic of school. Pupils are asked to consolidate their knowledge of the imperfect tense by describing their primary school as well as improving their understanding of the conditional tense by discussing what they would change about their school if they could.  In addition, modal verbs are introduced in the context of school rules. These will be revisited at the start of Y11 in the topic of global issues. |
| **Key Building Blocks** | **Knowledge of**:  Present tense Imperfect tense  Conditional tense Possessive adjectives  Interrogatives Preterite tense  Adjective agreements Using 3 tenses together  Irregular verbs in the preterite tense Cuando and si clauses | **Knowledge of**:  Prepositions Definite and indefinite articles  Irregular verbs “ser” and “estar” Conditional tense  Reflexive verbs Comparatives and superlatives  Adjective agreements | **Knowledge of:**  Imperfect tense  Conditional tense  Modal verbs  Near future tense |
| **Retrieval Practices** | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework |
| **Key Skills** | Listening  Speaking  Reading  Writing  Translation | Listening  Speaking  Reading  Writing  Translation | Listening  Speaking  Reading  Writing  Translation |
| **Key terms** | Possessive adjective  3rd person  Singular  Plural  Stem  Adjective agreement Categorise  Compare Definition  Advantage Plural  Disadvantage Feminine  Masculine | Definite Indefinite  Preposition Reflexive  Irregular Comparative  Superlative Complex  Adjective agreement | Imperfect  Preterite  Near future  Exclamation  Modal verb |
| **Numeracy** | Charts of which activities are preferred | Prices in Spanish |  |
| **Formative Assessment** | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback  Progress quizzes | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback  Progress quizzes | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback  Progress quizzes |
| **Summative Assessment** | AP1 reading, listening and writing exams  Mock exams in June | Mock exams in June | Mock exams in June |
| **SMSC & Cultural Capital** | Differences between different family types  Qualities of good relationships  Pros and cons of technology – are young people addicted?  Difference between music styles/TV preferences in Hispanic countries and UK.  Day of the dead – Spanish festival culture  Christmas in Spain | Different types of homes  Daily routines in UK vs. Spain/other Hispanic countries  School system in Spain vs. UK  Semana Santa – Easter in Spain | School system in Spain vs. UK |
| **Linking curriculum to careers** | European Day of Languages – how languages and careers go together | / | / |