Year 10						
Subject intent	The GCSE Spanish linear course is taught over three years, starting in Year 9. In the second year, students build upon previous years' study to broaden vocabulary and increase use of more complex grammatical structures. The course encourages students to further develop their ability and ambition to communicate with native speakers in speech and writing, and to acquire the knowledge and understanding that enables them to be creative with the language and to become independent learners. Students will improve their understanding of grammar and hence develop their creativity and independence. The study of Spanish will also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	**Context** **Current and future study and employment** Life at school/college **Grammar** - transfer deber / poder / hay que / querer to school rules context - quantity words *mucho / demasiado / bastante* (including with plurals) **Vocabulary** - Un día en el instituto - Las reglas y el uniforme	**Context** **Local, national, international and global areas of interest** Travel and tourism **Grammar** - consolidation of preterite tense - extension of imperfect tense - consolidation of preterite and imperfect tenses - sequencing words, expressions and phrases	**Context** **Current and future study and employment** Education post-16 **Grammar** - Use of lo in lo que and lo + adjective - future tense introduced for eg future study plans	**Context** **Local, national, international and global areas of interest** Social issues: Healthy / Unhealthy living **Grammar** - recap on *deber / tener que / hay que + infinitive* and introduce conditional forms – affirmative and negative	**Context** **Identity and culture** Marriage/Partnership **Grammar** - Revisiting adjectives to describe and use of que to describe ideal partner and enhance descriptions - use of gerund - revision of future tense to outline future plans - direct and indirect object pronouns	**Context** **Identity and culture** Technology in everyday life **Grammar** - revision of past tenses to recount how social media have been used; or life before technology - *gracias a / sin / con* - enhanced statements of possibility including permitir, es posible que + subjunctive

	- Lo bueno y el malo del instituto	*antes de / después de haber etc / mientras / desde hace / acabar de* - developing greater complexity in spoken and written accounts of past events or experiences weather expressions with hacer - possessive pronouns *mío etc* **Vocabulary** - ¡Me voy de vacaciones! - ¿Dónde te alojas? - ¿Qué hiciste y qué te gustaría hacer durante las vacaciones?	- building on si clauses with present and future - more complex two verb structures *(tener la intención de/tener ganas de/tener el derecho de)* **Vocabulary** - ¿Qué voy a hacer? - ¿Trabajo o estudiar? - ¿Vale la pena ir a la universidad?	- *es mejor / sería mejor / más vale / más valdría* - negative *nunca* - full explanation of imperfect tense to allow statements and opinions about previous health habits **Vocabulary** - ¿Comes bien? - ¿Llevas una vida sana? - ¿Qué opinas?	**Vocabulary** - Hablando de parejas - Planes para el futuro - Las relaciones de hoy en día	**Vocabulary** - Comunicarse por internet - ¿Cómo prefieres mantenerte en contacto? - Las redes sociales ¿buenas o malas? - ¡El móvil para todo! - La tecnología portátil - ¿Podrías vivir sin el móvil y la tableta?
Skills	-Agreeing or disagreeing -Translating into English -Using visual and verbal context when reading - Recognising cognates and near-cognates when reading -Using negatives to improve writing	- Showing off known language -Expressing opinions and using intensifiers - Making deductions in reading and listening	-Using exclamations to emphasise opinion in speaking or writing - Using visual clues to understand texts - Listening for different tenses	- Adding reasons to produce more complex sentences - Using subordinating conjunctions - Listening for detail - Reading for detail	- Using common patterns between Spanish and English when reading - Memorising key phrases to help produce Spanish sentences more easily	- Coping strategies - Adding extra information in speaking and in writing to raise the level of language used - Building speaking and writing skills (manipulating model text/expanding answers by adding opinions & reasons)

Subject Impact	-Continue to make more detailed sentences -Being able to communicate about school subjects and classifying a range of adjectives and possessive adjectives.	- Combine the Present and Past (Preterit)tense. - Being able to decode Spanish question words.	- Learning common suffixes - Using infinitive with *voy a*	-Use plural adjective formation -Being able to position multiple adjectives in a sentence -Being able to place adverbs in two-verb structures	- Be able to use essential verbs in new contexts - Demonstrate skills in reading/listening, translation and grammar.	-Be able to recognise and use the three plural subject pronouns and verb endings with more accuracy -Being able to communicate about technology, comparing past and present.
Assessment	Vocabulary testing Foundation/Higher Question 3- (Translation) Listening Foundation/Higher Speaking (Role-play)	Vocabulary testing Phonics, Listening, Reading, Foundation/Higher Question 1 Writing, Grammar	Vocabulary testing Foundation/Higher Speaking (Photo-card) Listening Foundation/Higher Question 3- (Translation)	Vocabulary testing Reading Grammar Foundation/Higher Question 2- Extended writing	Vocabulary testing Listening Foundation/Higher Question 3- (Translation) Foundation/Higher Speaking (General conversation)	End of year exam + Foundation/Higher Question 4-Extended writing