



Curriculum Map

Subject: Spanish

Year group: 10

	Theme 1 – Identity and culture Unit 3: Free-time activities	Theme 1 – Identity and culture Unit 1: Me, my family and friends	Theme 1 – Identity and culture Unit 2: Technology in everyday life	Theme 2 - Local, national, int. global areas of interest Unit 6: Social issues	Theme 2 - Local, national, int. global areas of interest Unit 7: Global issues
Content <i>Declarative Knowledge: 'Know What'</i>	Vocab: free time, plans for the weekend, special occasion meals, sport and the sport world Grammar: Revision or regular present tense and the immediate future, using two verbs together, regular adverbs, the future tense, irregular verbs in the future.	Vocab: Friends, family relationships, the future, relationships nowadays Grammar: agreement and position of adjectives, uses <i>ser</i> and <i>estar</i> , the immediate future tense, irregular adjectives and adjectives on nationality	Vocab: Online messaging, social media, mobile technology Grammar: the perfect tense of regular verbs, <i>había</i> and <i>era</i> , verbs with prepositions, present tense of irregular verbs, using <i>estar</i> and the present continuous, <i>cuyo</i> , <i>por</i> and <i>para</i>	Vocab: Charities and voluntary work, healthy and unhealthy lifestyles, healthy living Grammar: <i>Me gustaría</i> and the conditional tense, negative words, the present subjunctive	Vocab: the environment, discussing environmental problems, helping the homeless and the needy Grammar: "if" sentences, modal verbs, reflexive constructions such as <i>se debe</i> , <i>se puede</i> + infinitive, <i>me encanta</i> , etc with the subjunctive.
Skills <i>Procedural Knowledge: 'Know How'</i>	Skills: mastering core vocabulary and structures , listening for positive and negative opinions, giving all the information required by a question, using verbal context in reading, listening for clues	Skills: mastering core vocabulary and structures , adapting a model, using adverbs of frequency to say how often you do things, giving opinions in different ways, recognising false friends	Skills: mastering core vocabulary and structures , offering extra information, listening for detail, working out the meaning of unfamiliar words from context, translating into English	Skills: mastering core vocabulary and structures , approaching language in reading texts, conversation fillers, listening for different tenses, expressing agreement and disagreement	Skills: mastering core vocabulary and structures , using prefixes, making mid maps, spotting positive and negative expressions, extending opinions.
Key Questions	¿Qué haces en tu tiempo libre? ¿Cuáles son tus planes para este fin de semana? ¿Practicar algún deporte? ¿Qué deportes harás en el futuro?	¿Cómo es tu familia? ¿Con quién te llevas bien en tu familia? ¿Con quién discutes? ¿Cómo son tus amigos? ¿Te gustaría casarte algún día? ¿Por qué (no)?	¿Cómo utilizas internet? ¿Utilizas redes sociales? ¿Eres adicto a ellas? ¿Cuáles son los beneficios e inconvenientes de las redes sociales? ¿Cómo utilizas tu móvil?	¿Has trabajado como voluntario/a alguna vez? Si ganaras la lotería ¿ayudarías a otros? ¿Qué opinas de las drogas, el alcohol y el tabaco?	¿Qué deberíamos hacer para cuidar el medio ambiente? ¿Cuáles son los problemas ecológicos que te preocupan más? ¿Es importante ayudar a los "sin techo" y a los necesitados? ¿Por qué?
Assessment	Assessment point 1: Writing and reading	Assessment point 2: Writing and Listening	Assessment point 3: Speaking – General conversation	Assessment point 4: Trial Exams in all 4 skills	Assessment point 5: Ongoing formative assessment
Literacy/ Numeracy/ SMSC/ Character	Developing an understanding of the phonological and graphological systems of the target language and their sound-symbol correspondence , as well as of the key structural, morphological and syntactic patterns . Understanding and dealing with cultural barriers to prevent breakdown in communication and develop intercultural competence . Developing new perspectives through comparisons with own culture to foster positive attitudes towards the target culture .				