

Subject	Overall Curriculum Intent	
Overall Intent	<p>The aim of our Year 10 curriculum is to develop mastery of using an increasing range of grammatical structures, whilst broadening vocabulary and empowering students with the ability and confidence to converse effectively, making themselves able to be understood in real-life contexts over topics that build upon prior learning in KS3 and/or are in keeping with the typical day-to-day interactions that young people would expect to have in French/Spanish speaking world. We promote resilience and comprehension skills for understanding increasingly complex written and spoken texts, whilst also fostering cultural awareness and an understanding, appreciation and respect of diversity. Through all of this, a sense of adventure is encouraged with students realising they can transfer their classroom learning into the real world.</p>	<p>The aim of our Year 11 curriculum is to further develop mastery in a range of more sophisticated topics and facilitating the use of grammatical structures with more confidence. This year's curriculum is to create more proficient, competent and enthusiastic linguists, knowing they have the option for further study of this subject next year and onwards.</p>
	Year 10	Year 11
Autumn	<ol style="list-style-type: none"> 1) Holidays and Tourism 2) My school life, teachers and facilities 	<ol style="list-style-type: none"> 1) Future plans and work experience 2) Freetime (pack) 3) Healthy Living
Spring	<ol style="list-style-type: none"> 3) My primary school and ideal school 4) School uniform, rules and changes in school 	<ol style="list-style-type: none"> 4) Home, town and local area 5) Environment, global and social issues 6) Technology
Summer	<ol style="list-style-type: none"> 2) Career ambitions and future plans 	<ol style="list-style-type: none"> 7) Marriage
Rationale for these specific components POWERFUL KNOWLEDGE	<p>1) Holidays and Tourism</p> <p>Why this topic now? Students come back refreshed and invigorated and eager to begin the new academic year. This topic allows them to bring the reality of their world into the classroom environment and make it enjoyable to share the rich experiences they have had with their peers. Builds on previous learning in Year 9 (see below), instils confidence in all four skills (listening, reading, speaking and writing) via retention and consolidation of a real-life, accessible topic. Students build on familiar structures, which acts as a platform to help them build in further detail and complexity as appropriate to their prior attainment/progress. This enables the students to have a strong foundation at the start of KS4 in revisiting the present and past tenses and building on their conjugation skills to move into the</p>	<p>1) Future plans and Work Experience</p> <p>Why this topic now? Students will have come back to school having spent a week of Work Experience at the end of their Year 10 and will have had the opportunity to experience an alternative and enriching experience that builds on their cultural experience and life beyond the classroom. They can now apply their real-life experience to the language and articulate themselves in a way that is understood by a Spanish native. Students also: <ul style="list-style-type: none"> - Further embed the use of past, present, future and conditional tenses and corresponding time phrases - Use of justified opinions - Using the imperfect and the preterite tenses together </p>

	<p>future and conditional tense confidently and talk about all different kinds of holiday experience.</p> <p>2/3) My school life and opinions</p> <p>Why this topic now?</p> <ul style="list-style-type: none"> - Further embedding of past, present, future and conditional tenses with justified opinions - Use of complex constructions e.g. lo + adjective structures, - Further embedding of effective use of time phrases - Describing a photo or scene and answering follow-up questions - honing of skills for effective extended writing <p>Customs and festivals in the Hispanic world (Study Pack)</p> <p>Why this topic now?</p> <p>This topic fits in logically following the holidays topic in discussing celebrations and activities that are spent with family and friends. Taking place just before their summer holidays also provides context in building cultural appreciation of the differences and similarities in what they may experience whilst on a summer holiday with parents/ family or friends and make them aware of what kind of festivals or celebrations they could look out for to build upon their cultural capital.</p>	<p>2) Freetime study pack</p> <p>Students will have a good foundation of freetime activities and sport due to prior learning and this will build on their cognitive retention and load. How to apply different free time activities to many situations that they will have acquired throughout the course and give them confidence on articulating this. This also helps the gap in cumulative dysfluency as it bridges the gap in learning and allows them to use their learned linguistic skills to build on their pre-learning and current learning. It also builds resilience and a sense of independent learning as the students can see how the skills they are acquiring can be transferrable. They are also given the opportunity to build in DIRT activities and to take responsibility green pen work and peer and self-marking to spot errors that they are making across many topics and act on these. This allows them to reflect on the 'why and the what for' of their learning and aids retention of key learned skills so that they have powerful knowledge of the grammar structures and linguistic ability to transfer these skills across topics.</p> <p>3) Healthy Living</p> <p>Why this topic now?</p> <ul style="list-style-type: none"> - Further embedding of past, present, future and conditional tenses and corresponding time phrases - Use of justified opinions - Use of impersonal expressions - Understanding and forming questions - Using the present - Consolidation of modal verbs: offering and giving advice on healthy life choices <p>4) Home, town and local area</p> <p>Why this topic now?</p> <p>Students have just used modal verbs to give advice in healthy living and so they are encouraged to be aware of their local surroundings compared to how different they are to Spanish towns. Imagine if you</p>
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		<p>were a tour guide in your town what would you recommend? this increases their cultural capital awareness via the reintroduction of the vocab that they met in Year 8. It also helps their Cognitive load once more that was gained when studying free time activities, sports, holiday activities and a healthy life. It also is the precursor that they need to talk about Environmental/ social and global issues that affect them and their Spanish counterparts. The world is a small place and so this allows them to realise that their world is not so small and allows them to think of the bigger picture above and beyond the classroom.</p> <p>5) Environment, Global and Social Issues</p> <p>Why this topic now? This topic is deliberately left to this stage in Year 11 as in terms of vocabulary and concepts it is the least accessible topic and requires an understanding (in English as well) about environmental and global issues . Given that all the topical vocabulary is new, it is introduced at a time in which grammatical structures are secure, meaning that words can be substituted into secure language frameworks, allowing students success in producing and understanding language on this theme. This topic requires a high level of proficiency and maturing and stretches them beyond the realm everyday conversational topics. This involves a deeper thinking and rational and high-level complex opinions and vocabulary as well as mastery of complex grammatical structures.</p>
	Composites	
What do students do with this POWERFUL knowledge?	<p>Holidays and Tourism</p> <p>To be able to understand and give information about a holiday experience, good and bad, which helps students develop their understanding of being exposed to different cultural experiences. Their identity and culture are built around enjoying leisure time, with family as well as building on and making new relationships and cultural experiences whilst abroad.</p> <p>Ability to discuss preferences of types of holidays also allows them to gain independence and freedom of choice and to explore beyond the norm of a beach holiday.</p>	<p>Future plans and Work Experience:</p> <p>Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing current jobs and career ambitions for the future.</p> <ol style="list-style-type: none"> 1. Discussing different types of jobs and future career ambitions 2. Discussing the pros and cons of different jobs 3. Discussing part time jobs and the benefits/ disadvantages 4. Talking about work experience 5. Discussing future plans

	<p>Build on cognitive loads in terms of vocabulary, verb formation and complex grammar structures to explain what an ideal holiday situation would be like and allows them to articulate various experiences abroad. Students use this vocabulary and grammatical structures, as well as comprehension skills so they can understand and be understood when discussing holidays. Acquiring the ability to successfully interact in realistic holiday situations such as booking a table, ordering food and making complaints.</p> <p>School life, opinions, rules and opinions on uniform</p> <p>Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing school life, as well as gaining an appreciation of school life in the Spanish speaking world. They can apply this later when given the opportunity to encounter a school exchange with a Madrileñan school. They can deal with photocards and give details descriptions of scenarios within school and use the grammar and vocab to articulate their preferences about many facets of their school life.</p> <p>Career ambitions and future plans:</p> <p>Developing vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing future career choices and plans, as well as gaining an appreciation of life beyond the school environment as well as options in the Spanish speaking world.</p> <p>Customs and festivals in the Hispanic world (Study Pack)</p>	<p>Freetime and sport Please see above</p> <p>Healthy Living Students are health conscious, or need to be, and are able to combine what they are taught a cross curricular topic in PE, Biology, Science, Citizenship, English and even in Personal Best time about articulating what it is to lead a healthy lifestyle They are encouraged to develop vocabulary and grammatical structures, as well as comprehension skills so that students can understand and be understood when discussing health. Acquiring the ability to successfully interact in the realistic situation of being ill and going to the pharmacy.</p> <p>Home town and local area Discussing where you live and describing your house Describing your town and the advantages and disadvantages of living there Discussing what you did in town recently Describing your ideal house/town Discussing what your town used to be like compared to nowadays</p> <p>Environment, global and social issues Build an awareness of the problems our local area and planet face and enables students to be able to express solutions or complex opinions about how they feel about local and global problems.</p>
What new knowledge/ content do we introduce	<p>Holidays and Tourism</p> <ul style="list-style-type: none"> ✓ Irregulars, high frequency, in the preterite tense which they can then adapt for further topics which aids their retention of these common structures and verbs 	<p>Future plans and work experience</p> <ul style="list-style-type: none"> ✓ The consolidation of the simple future tense and irregulars to increase cognitive load and retention of a new concept introduced in Year 10

	<ul style="list-style-type: none"> ✓ Holiday activities ✓ Asking questions in a hotel, restaurant or social event ✓ Imperfect tense and timeframes ✓ Talking about problems and complaints in a holiday situation ✓ The conditional tense <p>School life: subjects, facilities and teachers</p> <ul style="list-style-type: none"> ✓ Higher tier opinions: Lo que + higher tier opinions ✓ Build on comparing things: lo + adjective <p>School uniform, rules and changes</p> <ul style="list-style-type: none"> ✓ Clothes (material and design) ✓ School rules vocabulary ✓ Impersonal verbs (me queda(n) talking about how it suits/ fits them) ✓ Modal verbs ✓ Si + imperfect subjunctive + conditional tense clauses ✓ The subjunctive mood in set phrases <p>Career Ambitions and future plans</p> <ul style="list-style-type: none"> ✓ Jobs and career choices vocabulary ✓ The simple future tense and irregulars ✓ Future tense timeframes and complex structures that imply future plans and preferences 	<ul style="list-style-type: none"> ✓ Application of two past tenses together and why they are necessary to help understanding <p>Healthy Living</p> <ul style="list-style-type: none"> ✓ Discussing healthy eating: Past and present eating habits ✓ Discussing vices: smoking, alcohol and drugs ✓ Discussing the importance of sport and exercise ✓ Talking about future health plans ✓ Describing health problems and seeking and understanding advice <p>Home, town and local area</p> <ul style="list-style-type: none"> ✓ Further embedding of past, present, future and conditional tenses with justified opinions <ul style="list-style-type: none"> - Prepositions/ se puede ✓ Honing of transactional skills and ability to react effectively in speaking, including going to the cinema, a concert and asking for information in a town and what one recommends ✓ Honing of skills for effective extended writing ✓ Reusing the preterite and the imperfect tense together ✓ Use of 'no pienso que/ no creo que + subjunctive ✓ Ojala tuviera/ fuera + place/ adjective <p>Environment Global and Social Issues</p> <ul style="list-style-type: none"> ✓ Modal verbs ✓ Conditional tense (Y10) ✓ Near future tense (Y8 onwards) ✓ Complex justified opinions (Y9-10) ✓ Si + imperfect + conditional clauses (Y10) ✓ Imperfect tense (Y10) ✓ Simple future (Y10) ✓ Perfect tense (Y9/10 French)
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Links to previous learning	<p>Key Stage 3</p> <p>Topics:</p> <p>1) Holidays and tourism</p> <ul style="list-style-type: none"> • Freetime and sporting activities Y7/8 • Building on holiday activities Y9 • Opinions (building from Y7-9) • Past tense (Y9 Holidays) • Future plans (Y8 talking about plans in their town and saying where they are going to live in the future) • Conditional tense (saying where they would like to live and do in their town or when going out) in Y8) • Sports (Y7) + expressions of frequency (Y7-9) • Re-visit the near future tense (Y8 & 9) <p>2) School life etc</p> <ul style="list-style-type: none"> • School subjects and facilities Y7 • Opinions on teachers Y7 • Talking about clothes and colour agreements Y8 <p>3) Career ambitions and future plans</p> <ul style="list-style-type: none"> • Build on the near future tense and expressing future plans Y8/9 • Use of the Conditional tense and saying what they would like to do Y7-9 <p>Grammar:</p> <ol style="list-style-type: none"> 1) Introduction to conjugating verbs 2) Present tense (regulars + high frequency irregulars) 3) Adjectival agreement 4) Near future consolidation – talking about future plans 5) Consolidation of Preterite/ past tense 6) Basic opinion 7) Consolidation of higher tier opinions in extended sentences 8) Justifications for opinions 	<p>Year 10/KS3</p> <p>Topics</p> <p>Future plans and work experience:</p> <ul style="list-style-type: none"> • Build on the near future tense and expressing future plans Y8/9 • Use of the Conditional tense and saying what they would like to do Y7-9 • Use of the preterite Y9 <p>Healthy Living</p> <ul style="list-style-type: none"> • School food Y7 • Basic and extended higher opinions Y7-10 • Modal verbs Y10 <p>Home, town and local area</p> <ul style="list-style-type: none"> • Places, nouns and adjectives relating to town (Y8) • Basic and extended higher tier opinions (Y7-10) • Lo + adjective expressions (Y8-10) • Se puede + infinitive and modal verbs (Y8-10) • Present tense (Y7-10) • Past preterite tense (Y9-10) • Near Future tense (Y8-10) • Simple Future (Y11) • Conditional tense (Y11)

	9) Connectives, time phrases and adverbs. 10) Sentence starters 11) Conjugating in the third person 12) Conditional – talking about what you would do in the future	
Key vocabulary	Topics: 1) Holidays and Tourism. Please see Appendix 1 2) School life Please see Appendix 2. 3) Career Ambitions and Future Plans Please see Appendix 3. 4) Customs and Festivals in the Hispanic World Please see Appendix 4	Topics: 1) Future Plans and Work Experience Please see Appendix 5 2) Healthy Living Please see Appendix 6. 3) Freetime and Leisure Please see Appendix 7. 4) Home, town and local area Please see Appendix 8. 5) Environment and global issues Please see Appendix 10. 6) Technology in everyday life Please see Appendix 11
How is challenge embedded in the Key Stage 3 curriculum	<ul style="list-style-type: none"> ✓ Three levels of challenge (traffic-lighted green, amber, red) ✓ Extension activities included for every activity ✓ Live differentiation via questioning and AFL ✓ Use of cooperative learning structures ✓ Personalised marking with strengths, targets and actions to further challenge students via STAR marking ✓ Scaffolded and further challenge provided via laminated verb tables, QR codes, higher tier structure template which encourages students to take responsibility for their own progress and challenge themselves and be inquisitive in their manipulation and application of these structures (Please see 27 steps to Grade 9 & verb mat– non-topic specific phrases/grammar). 	<ul style="list-style-type: none"> ✓ Three levels of challenge (traffic-lighted green, amber, red) ✓ Extension activities included for every activity ✓ Live differentiation via questioning and AFL ✓ Use of cooperative learning structures ✓ Personalised marking with strengths, targets and actions to further challenge students via STAR marking ✓ Scaffolded and further challenge provided via laminated verb tables, QR codes, higher tier structure template which encourages students to take responsibility for their own progress and challenge themselves and be inquisitive in their manipulation and application of these structures (Please see 27 steps to Grade 9 & verb mat– non-topic specific phrases/grammar).
Cultural Capital	Exposure to the FLA Languages festival	Exposure to the FLA Madrid Exchange Languages festival

	<p>Building in opportunities for highlighting similarities and differences between the Anglophone and Hispanic cultures.</p> <p>Spanish music – during activities</p>	<p>Building in opportunities for highlighting similarities and differences between the Anglophone and Hispanic cultures.</p> <p>Spanish music – during activities</p>
WIDER READING	<ul style="list-style-type: none"> ❖ Mary Glasgow ❖ BBC Bitesize ❖ Active Teach – interactive reading and listening activities 	