



# Dallam School

## Curriculum overview

**Department: MFL**  
**Year Group: 10 Spanish**

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme / Topic	Theme / Topic	Theme / Topic	Theme / Topic	Theme / Topic	Theme / Topic
Interests and influences	Interests and influences	Home and local area	Home and local area	Festivals and customs	Festivals and customs
By the end of this half term pupils will know ( <i>key knowledge, including tier 3 vocabulary</i> )					
<ul style="list-style-type: none"> <li>➤ free time activities</li> <li>➤ tv programmes and films</li> <li>➤ personal preferences</li> </ul>	<ul style="list-style-type: none"> <li>➤ what's trending</li> <li>➤ sporting events</li> <li>➤ role models</li> <li>➤ inspirations</li> </ul>	<ul style="list-style-type: none"> <li>➤ places around town</li> <li>➤ asking for and giving directions</li> <li>➤ different types of shops</li> <li>➤ shopping for souvenirs</li> <li>➤ features of regions</li> <li>➤ the geography of Spain</li> </ul>	<ul style="list-style-type: none"> <li>➤ shopping for clothes</li> <li>➤ shopping for souvenirs</li> <li>➤ explaining preferences</li> <li>➤ problems in towns</li> <li>➤ describing past visits</li> </ul>	<ul style="list-style-type: none"> <li>➤ food &amp; drink</li> <li>➤ meal times</li> <li>➤ daily routines</li> <li>➤ illness &amp; injury</li> </ul>	<ul style="list-style-type: none"> <li>➤ traditional festivals</li> <li>➤ celebrations</li> <li>➤ eating out</li> <li>➤ music festivals</li> </ul>
They will understand ( <i>key concepts</i> )					
<b>Grammar</b> <ul style="list-style-type: none"> <li>➤ how to conjugate stem-changing verbs</li> <li>➤ how to identify correct statements from texts</li> <li>➤ how to use the imperfect tense to say what you used to do</li> <li>➤ how to use ya no and todavía</li> <li>➤ how to listen for present and imperfect tense verb endings</li> <li>➤ how to listen for different tenses</li> <li>➤ how to adapt dialogues to suit situations</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>➤ how to use the perfect tense</li> <li>➤ how to use different past tenses in their work</li> <li>➤ how to use direct object pronouns</li> <li>➤ the perfect tense</li> <li>➤ using ya and todavía</li> <li>➤ acabar de + infinitive</li> <li>➤ useful adjectives (algunos / ciertos / otros / muchos / demasiados / todos)</li> <li>➤ the near future and tener ganas de...</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>➤ using some, many, lots of</li> <li>➤ saying what there is or is not</li> <li>➤ the polite form of address (usted)</li> <li>➤ use se puede / se pueden + infinitive</li> <li>➤ use the future tense and si + present, + future</li> <li>➤ use demonstrative adjectives</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>➤ the conditional</li> <li>➤ irregular verbs in the conditional</li> <li>➤ how to use so..., so much..., so many...</li> <li>➤ listen for known language in different tenses</li> <li>➤ using different tenses together (present, imperfect, perfect, conditional)</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>➤ how to form reflexive verbs</li> <li>➤ how to use sequences for daily routine</li> <li>➤ how to use estar and tener to describe illness and injury</li> <li>➤ how to spot – and avoid – the passive</li> <li>➤ how to spot interrogatives and words indicating increases or decreases</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>➤ how to use reflexive verbs in the preterite</li> <li>➤ how to infer meaning in literary texts</li> <li>➤ absolute superlatives</li> <li>➤ key irregular preterite verbs</li> <li>➤ saying before/after doing</li> <li>➤ how to pay attention to verb formation in texts/listenings</li> </ul>
They will understand ( <i>key concepts</i> )					
<b>Phonics</b> <ul style="list-style-type: none"> <li>➤ i: (revision) críquet, tenis</li> <li>➤ <b>que:</b> (revision) críquet</li> <li>➤ u: (revision) rugby, fútbol</li> <li>➤ o: (revision) fútbol, voleibol</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>➤ qui: (revision) equipo, equitación</li> <li>➤ silent h: (revision) hincha, hago, hice, hacía</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>➤ gue: (revision) sigue</li> <li>➤ qui: (revision) izquierda</li> <li>➤ ch: (revision) chorizo, peluche</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>➤ qui: (revision) quiero, aquí</li> <li>➤ j: (revision) trabajo</li> <li>➤ gui: (revision) guía</li> <li>➤ rr: (revision) recorrí</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>➤ v (revision) huevo, vegetariano, levanto</li> <li>➤ go: (revision) algo, goloso</li> </ul>	<b>Phonics</b> <ul style="list-style-type: none"> <li>➤ v: (revision) huevos, villancicos, navideños, uvas, pavo, levantamos, vamos</li> </ul>

<ul style="list-style-type: none"> <li>➤ <b>gi:</b> (revision) gimnasia</li> <li>➤ <b>a:</b> (revision) gimnasia</li> <li>➤ <b>v:</b> (revision) voleibol</li> <li>➤ <b>ci:</b> (revision) policíaca, noticias</li> <li>➤ <b>cu + vowel:</b> (revision) cuando</li> <li>➤ <b>ñ:</b> (revision) mañana</li> <li>➤ <b>i:</b> (revision) insti, increíble, inolvidable</li> <li>➤ <b>ci:</b> (revision) cocino, bici, cine, concierto</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>j:</b> (revision) juego, jugué, jugaba, patinaje</li> <li>➤ <b>co:</b> (revision) compartido, comprado</li> <li>➤ <b>cu:</b> (revision) película, escuchado</li> <li>➤ <b>e:</b> (revision) efectos, especiales, estupendos</li> <li>➤ <b>ci:</b> (revision) cine, circo, concierto</li> <li>➤ <b>ga:</b> ganado</li> <li>➤ <b>ge:</b> (revision) generoso</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>rr:</b> (revision) gorra</li> <li>➤ <b>ll:</b> (revision) valle, llueve</li> <li>➤ <b>cu + vowel:</b> (revision) cuándo, cuánto, cuesta</li> <li>➤ <b>e:</b> (revision) sacaré, teleférico, descansaré</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>ll:</b> (revision) pollo, relleno, maravillosas</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>a:</b> (revision) aspirinas, jarabe</li> <li>➤ <b>j:</b> (revision) jarabe</li> <li>➤ <b>ll:</b> (revision) pastillas</li> <li>➤ <b>silent h:</b> (revision) hospital</li> <li>➤ <b>e:</b> (revision) crema</li> <li>➤ <b>qui:</b> (revision) quinientos</li> <li>➤ <b>rr:</b> (revision) barra</li> <li>➤ <b>gu:</b> (revision) gustaría</li> <li>➤ <b>ci:</b> (revision) tradición</li> <li>➤ <b>ce:</b> (revision) celebra</li> <li>➤ <b>co:</b> (revision) construyen</li> <li>➤ <b>ca:</b> (revision) caracteriza</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>o:</b> (revision) temprano, pavo</li> <li>➤ <b>i:</b> (revision) adjectives ending in –ísimo</li> <li>➤ <b>ci:</b> (revision) canciones, precioso</li> <li>➤ <b>gi:</b> (revision) imaginativo, original</li> </ul>
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<b>They will know how to talk about: (key skills)</b>					
<ul style="list-style-type: none"> <li>➤ their hobbies</li> <li>➤ adjectives of nationality</li> <li>➤ using “soler + infinitive” to denote habit</li> <li>➤ use a variety of preterite tense verbs to describe a music concert</li> <li>➤ use the imperfect tense to say what they used to do</li> </ul>	<ul style="list-style-type: none"> <li>➤ what’s trending</li> <li>➤ different types of entertainment</li> <li>➤ who inspires them and why</li> </ul>	<ul style="list-style-type: none"> <li>➤ ask for and understand directions</li> <li>➤ shop for souvenirs</li> <li>➤ understand prices expressed in different ways</li> <li>➤ explain preferences</li> </ul>	<ul style="list-style-type: none"> <li>➤ shop for clothes and presents</li> <li>➤ talk about problems in a town</li> <li>➤ describe a visit in the past</li> <li>➤ common idioms</li> </ul>	<ul style="list-style-type: none"> <li>➤ their normal meals and meal times</li> <li>➤ their daily routine</li> <li>➤ illness or injury they might suffer on holiday</li> <li>➤ typical spanish food</li> </ul>	<ul style="list-style-type: none"> <li>➤ different hispanic festivals</li> <li>➤ how they celebrate special occasions</li> <li>➤ eating out in spain</li> <li>➤ a past festival they’ve attended</li> </ul>



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**Year Group: 11 Spanish**

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Theme/ Topic	Theme/ Topic	Theme/ Topic	Theme/ Topic	Theme/ Topic	Theme/ Topic
Future Aspirations, Study and Work	Future Aspirations, Study and Work/ International and Global Dimension	International and Global Dimension	Revision/practice papers	Revision and exams	Revision and exams

By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*)

<ul style="list-style-type: none"> <li>➤ Jobs and careers</li> <li>➤ work experience</li> <li>➤ future plans</li> <li>➤ the importance of learning a language</li> <li>➤ CVs and covering letters</li> <li>➤ taking a gap year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision of Half term 1 vocabulary</li> <li>➤ protecting the environment</li> <li>➤ global problems and solutions</li> <li>➤ volunteering</li> <li>➤ advantages and disadvantages of international and large events</li> <li>➤ healthy eating.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Protecting the environment</li> <li>➤ global problems and solutions</li> <li>➤ volunteering</li> <li>➤ advantages and disadvantages of international and large events</li> <li>➤ healthy eating.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision of all vocabulary, grammar and phonics</li> <li>➤ past paper practice in listening, speaking, reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision of all vocabulary, grammar and phonics</li> <li>➤ past paper practice in listening, speaking, reading and writing.</li> <li>➤ Recording of the Speaking Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Revision of all vocabulary, grammar and phonics</li> <li>➤ past paper practice in listening, reading and writing.</li> </ul>
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They will understand (*key concepts*)

Grammar: <ul style="list-style-type: none"> <li>➤ <i>Soler</i> in the imperfect tense</li> <li>➤ How to use verbs in different tenses and different persons of the verbs</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>➤ <i>Se debería</i> + infinitive</li> <li>➤ Using present and near future tenses together</li> <li>➤ The present subjunctive</li> </ul>	Grammar: <ul style="list-style-type: none"> <li>➤ The subjunctive in commands</li> <li>➤ How to present a written argument</li> <li>➤ How to use different tenses</li> <li>➤ How to give extended reasons</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to apply all grammar points studied during the GCSE course.</li> <li>➤ all phonics introduced and practised during the course.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to apply all grammar points studied during the GCSE course.</li> <li>➤ all phonics introduced and practised during the course.</li> </ul>	<ul style="list-style-type: none"> <li>➤ How to apply all grammar points studied during the GCSE course.</li> <li>➤ all phonics introduced and practised during the course.</li> </ul>
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<ul style="list-style-type: none"> <li>➤ How to use the preterite (for completed actions) and the imperfect (for repeated actions / descriptions) in the past</li> <li>➤ How to use a variety of tenses (present, perfect, future and conditional)</li> <li>➤ How to use present and present continuous</li> <li>➤ How to listen out for clue words, being aware of distractors</li> <li>➤ How to use <i>Lo + adjective</i></li> <li>➤ How to use <i>desde hace</i> to say how long you have been doing something</li> <li>➤ How to use the 24-hour clock</li> <li>➤ How to use the perfect tense</li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>➤ j (revision): trabajo, cajero</li> <li>➤ (revision): tiempo, dinero</li> <li>➤ ga (revision): gano</li> <li>➤ gue (revision) juguetes</li> <li>➤ co (revisión): confianza, conocer, encontrar</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listening for verbs in the subjunctive</li> <li>➤ Listening for high numbers</li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>➤ Rr (revision): barrio, ahorramos</li> <li>➤ silent h (revision): hambre, hogar, hagamos</li> <li>➤ ci (revision): deforestación, diferencia, drogadicción, extinción, esencial, conservación</li> </ul>	<ul style="list-style-type: none"> <li>➤ The pluperfect tense</li> <li>➤ How to gist reading to infer overall meaning</li> <li>➤ Imperfect continuous</li> <li>➤ How to use grammar knowledge in translation</li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>➤ a (revision): demasiada, para, plantar</li> <li>➤ u (revision): basura, reducir</li> <li>➤ a (revision): drogas, blandas, duras</li> <li>➤ v (revision): sirven, eventos, deportivos, promover</li> <li>➤ e (revision): estabas, estábamos, ensayando, entrando, eventos</li> <li>➤ gu (revision): algunos</li> <li>➤ e (revision): estabas, estábamos, ensayando, entrando, eventos</li> <li>➤ gu (revision): algunos</li> </ul>			
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<ul style="list-style-type: none"> <li>➤ ce (revision): cerebro, hace, parecer, conocer</li> <li>➤ cu (revision): cultural</li> <li>➤ a (revision): amable, atentamente</li> <li>➤ ñ (revision): año, enseñaría</li> <li>➤ u (revision): pudiera, tuviera, mucho</li> <li>➤ ga (revision): ganaría</li> <li>➤ v (revision): universidad, viaje, nivel</li> <li>➤ silent h (revision): hijos</li> </ul>					
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They will know how to (*key skills*)

<ul style="list-style-type: none"> <li>➤ talk about how you earn money</li> <li>➤ use <i>so(er)</i> in the imperfect tense</li> <li>➤ talk about work experience</li> <li>➤ use the preterite and imperfect together</li> <li>➤ talk about the importance of learning languages</li> <li>➤ use the present and the present continuous</li> <li>➤ use <i>saber</i> and <i>conocer</i></li> <li>➤ talk about languages and travel</li> <li>➤ use <i>lo</i> + adjective</li> <li>➤ use the 24-hour clock</li> </ul>	<ul style="list-style-type: none"> <li>➤ describe types of houses</li> <li>➤ talk about the environment</li> <li>➤ talk about healthy eating</li> <li>➤ discuss diet-related problems</li> <li>➤ consider global issues</li> <li>➤ use the superlative</li> <li>➤ listen for high numbers</li> </ul>	<ul style="list-style-type: none"> <li>➤ talk about local actions</li> <li>➤ use the subjunctive in commands</li> <li>➤ discuss healthy lifestyles</li> <li>➤ give extended reasons</li> <li>➤ talk about international sporting events</li> <li>➤ use the pluperfect tense</li> <li>➤ use the imperfect continuous</li> <li>➤ use grammar knowledge in translation</li> </ul>	<ul style="list-style-type: none"> <li>➤ work on and consolidate their listening, speaking, reading and writing and skills in preparation for the final summer exams.</li> </ul>	<ul style="list-style-type: none"> <li>➤ work on and consolidate their listening, speaking, reading and writing and skills in preparation for the final summer exams.</li> </ul>	<ul style="list-style-type: none"> <li>➤ work on and consolidate their listening, speaking, reading and writing and skills in preparation for the final summer exams.</li> </ul>
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| <ul style="list-style-type: none"><li>➤ apply for a summer job</li><li>➤ use indirect object pronouns</li><li>➤ discuss gap years</li></ul> |  |  |  |  |  |
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