



PSHE CURRICULUM GUIDE

Year 10

The new GCSE Spanish specification is a linear course with no controlled assessment, so teaching and learning need to be organised very differently.

It's important to:

- plan revision and recaps (thematic and linguistic)
- make logical and seamless links between thematic progression and linguistic progression.

One approach is to teach the course over three years, starting in Year 9. This means more time can be given to each unit of teaching and learning in Years 9 and 10, and Year 11 can be used mainly for revision and exam preparation.

Themes and topics

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In the three-year scheme of work below, the themes (column two) and the topics within them (column three) straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns (column four) can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills – especially as changes to GCSE qualifications feed through into AS and A-level.

Year 10

Term	Theme	Topic	Grammar
Autumn half-term 1	Current and future study and employment	Life at school/college	<ul style="list-style-type: none"> transfer <i>deber/poder/hay que/querer</i> to school rules context quantity words <i>mucho/demasiado/bastante</i> (including with plurals)
Autumn half-term 2	Local, national, international and global areas of interest	Travel and tourism	<ul style="list-style-type: none"> consolidation of preterite tense (see Holidays: the preterite tense: Teaching notes) extension of imperfect tense (see Holidays: the imperfect tense: Teaching notes) consolidation of preterite and imperfect tenses (see Holidays: the preterite and imperfect tenses: Teaching notes) sequencing words, expressions and phrases <i>antes de/después de haber etc/mientras/desde hace/acabar de</i> developing greater complexity in spoken and written accounts of past events or experiences weather expressions with <i>hacer</i> possessive pronouns <i>mío</i> etc
Spring half-term 1	local, national, international and global areas of interest	Social issues Healthy/ unhealthy living	<ul style="list-style-type: none"> recap on <i>deber/tener que/hay que + infinitive</i> and introduce conditional forms – affirmative and negative <i>es mejor/sería mejor/más vale/más valdría</i> negative <i>nunca</i> full explanation of imperfect tense to allow statements and opinions about previous health habits
Spring half-term 2	Current and future study	Education post-16	<ul style="list-style-type: none"> Use of <i>lo</i> in <i>lo que</i> and <i>lo + adjective</i> future tense introduced for eg

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			future study plans <ul style="list-style-type: none"> • building on <i>si</i> clauses with present and future • more complex two verb structures (<i>tener la intención de/tener ganas de/tener el derecho de</i>)
Summer half-term 1	Identity and culture	Marriage/partnership	<ul style="list-style-type: none"> • revisiting adjectives to describe and use of <i>que</i> to describe ideal partner and enhance descriptions • use of gerund • revision of future tense to outline future plans • direct and indirect object pronouns
Summer half-term 2	Identity and culture	Technology in everyday life <ul style="list-style-type: none"> • Social media • Mobile technology 	<ul style="list-style-type: none"> • revision of past tenses to recount how social media have been used; or life before technology • <i>gracias a/sin/con</i> • enhanced statements of possibility including <i>permitir, es posible que</i> + subjunctive

Differentiation

The grammar progression above might be over-demanding for some students. For each language point and grammar area, you'll need to decide the appropriate scope for each group of students – for example, you might need to be selective about teaching modal verbs (*puedo, se puede...*) if the full conjugation proves too demanding. Similarly, very able students need to be stretched and challenged. This scheme of work is not prescriptive: it's a programme that you can use to find the level that's right for your students.