

Year 10 Topics

In Year 10 we teach the following topics over the course of the year. Each module draws on prior learning from Year 9 and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and onto KS5.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
1. Me and my family and friends Mi familia, mis amigos y yo	We start with the topic of “Me and my family and friends”, as this builds upon previous language acquisition taught at Key Stage 3. This unit gives students the opportunity to talk about themselves and their family in the target language. Links to... Year 9 Beginners, Unit 1, <i>Relationships and family topic</i> .	-Names of family members - Difference between <i>ser</i> and <i>estar</i> . -Key verbs and adjectives to describe family members	-Mi abuelo/a, mi madre, mi padre, mi hermano/a, mi hermanastro/a, mi sobrino/a, mi tío/a, mi primo/a, mi hijo/a. -Tengo, tienes, tiene, tenemos, tenéis, tienen. -Soy, eres, es, somos, sois, son. -Estoy, estás, está, estamos, estáis, están. -Joven, anciano/a, pelirrojo/a, calvo/a, alegre, simpático/a, guapo/a, amable, gracioso/a, gafas. -El pelo negro/ blanco/castaño/rubio/largo/liso/corto/rizado, los ojos azules/marrones/verdes.	Students will develop a wide range of linguistic skills throughout this topic, with a particular focus of the present tense paradigms of <i>ser</i> and <i>estar</i> . All students will be able to recognise and conjugate the immediate future tense in speaking and in writing. By the end of this unit, students will have developed literacy and oracy skills. They will be able to: <ul style="list-style-type: none"> - Translate a challenging text on family and relationships. - Listen to a challenging listening task on relationships. - Express and justify your opinions on relationships focusing on a photo card. - Write 90 words about your opinion on marriage. There is the opportunity in this unit as an enrichment activity to research the types of families in the 21 st century in the Hispanic world and present their findings to the rest of the class.
		Relationships with family members.	-Hoy en día, la barrera generacional, el hogar, la culpa, consejos, comportarse, molestar, abierto/a, relajado/a.	
		The importance of friends.	-Contento/a, divertido/a, travieso/a, sincero/a, comprensivo/a, cariñoso/a, feliz.	
		Relationships nowadays.	-Ahora, alguien, cara a cara, distinto/a, en contra, en primer lugar, la edad, estar de acuerdo, el/la jubilado/a, pagar, la pareja, la piel, por otro lado, sensible, el/la usuario/a, el/la viudo/a.	
		Plans for the future (future simple, immediate future and conditional simple)	-Voy, vas, va, vamos, vais, van a + infinitive, será, tendrá, me gustaría, sería, tendría.	
		Attitudes towards marriage and its importance.	-El matrimonio, la boda, casarse, soltero/a, el divorcio, la personalidad, una mujer, un hombre, rico/a, caro/a, vivir solo/a.	

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2. Technology in everyday life Tecnología	This unit gives students the opportunity to talk about the benefits and dangers of social media. This is a topic which can affect all young people and it is important that they can express their viewpoint.	-Recognise key vocabulary for technology	-Una cámara, un correo electrónico, los videojuegos, el móvil, un teléfono inteligente, las redes sociales, los seguidores, usar, la conexión, mi blog.	Students will develop a wide range of linguistic skills throughout this topic, with a particular focus on the perfect tense, the preterite tense and the present continuous tense. All students will be able to recognise and conjugate these verbs in speaking and in writing. By the end of this unit, students will have developed literacy and oracy skills. They will be able to: <ul style="list-style-type: none"> - Listen to young people talking about social media. - Translate a paragraph from English into Spanish. - Express and justify their opinions on social media. - Write 90 /150 words about the benefits and disadvantages of social media. There is the opportunity in this unit as an enrichment activity to research the favourite social media of Hispanic speakers and present their findings to the rest of the class.
		-Immediate future tense	-Voy, vas, va, vamos, vais, van + a + infinitive.	
		-Comparative statements	-Más...que, menos...que.	
		-Complex opinions	-Para mí, Según yo, a mi parecer, para mí, pienso que, creo que, a mi modo de ver.	
		The perfect tense	He, has, ha, hemos, habéis, han + past participle (colgado / tenido).	
		The preterite tense	Usé, vi, jugué, llamé, colgué, chateé, hablé.	
		The arguments for and against social media	Ponerse en contacto, el extranjero, peligroso, los jóvenes, acosar, compañeros, pasar tiempo, colgar, desactivar mi cuenta, los usuarios, los riesgos, chatear.	
		Know a wide range of vocabulary to plan an essay	-Para empezar, en primer lugar, en segundo lugar, en tercer lugar, en conclusión, por un lado, por otro lado, aunque, por desgracia, no obstante, dado que, por ejemplo, así que. -Tenses: cuelgo, he colgado, voy a colgar.	
The use of <i>por</i> versus <i>para</i>	Por el día, por la noche, para mi amigo, para hacer mis deberes.			
The present continuous tense	Estoy estudiando, estás trabajando, está ayudando, estamos utilizando, estáis colgando, están comprando.			

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<p>3. Free Time activities</p> <p>Tiempo libre</p> <p><i>(Covered during remote learning sessions- key area for revision in Yr11. From Yr10 mocks, sport and leisure seems to be an area of development for more students, as opposed to food and drink items)</i></p> <p>Links to... Year 9 Beginners, Unit 2, <i>Healthy Living</i> topic. Revision and consolidation of key vocabulary on free time activities and structures which were taught remotely in 2020/2021.</p>	<p>This unit builds upon language acquisition taught at Key Stage 3.</p> <p>Students have the opportunity to practice ordering food and drink which could be used in real life situations.</p>	<p>-Key vocabulary for free time activities</p> <p>-Complex opinions</p> <p>-Interesting adjectives</p> <p>Recognise a range of time frequency phrases</p> <p>The Present tense both regular and irregular endings</p> <p>-Recognise key vocabulary for food and drink</p> <p>-Know vocabulary and structures to perform a role play</p> <p>-Recognise a range of sports and sport venues</p> <p>-The present tense of <i>jugar</i> and <i>hacer</i></p> <p>Understand how to form the future tense (future simple and immediate future) and key phrases which indicate the future</p>	<p>-Tocar la guitarra, ver unos DVDs, escuchar música, charlar, trabajar en el jardín, jugar al fútbol, comprar ropa, dar un paseo, navegar por internet, descargar música, leer un libro, salir con amigos, visitar a mis abuelos.</p> <p>-(No) me interesa, me fascina, reo que, opino que, me aburre, me molesta, me fastidia.</p> <p>-Cansado/a, inolvidable, gracioso/a, entretenido/a, emocionante, pesado/a, relajante, caro/a, sano, divertido/a..</p> <p>Siempre, muchas veces, todos los días, cada semana, de vez en cuando, raramente, a veces, por lo general, todas las tardes.</p> <p>-Escucho, escuchas, escucha, escuchamos, escucháis, escuchan.</p> <p>-Como, comes, come, comemos, coméis, comen.</p> <p>-Vivo, vives, vive, vivimos, vivís, viven.</p> <p>-Tengo, tienes, tiene, tenemos, tenéis, tienen.</p> <p>-Voy, vas, va, vamos, vais, van.</p> <p>-Salgo, sales, sale, salimos, salís, salen.</p> <p>-Las tostadas, los cereales, el té, el café, la mantequilla, la ensalada, la sopa, el pescado, los espaguetis, las verduras, las legumbres, la fruta, la carne, el pescado, las patatas fritas, el yogur, el pastel, el bocadillo, el agua, el jamón, las sardinas, el chorizo, los calamares, la naranjada, el vino, la limonada, el queso, las gambas, las tapas.</p> <p>-¿Qué va a tomar? Quiero/ para mí..., de primero, de segundo, de postre.</p> <p>-Hago natación, hago atletismo, hago ciclismo, hago patinaje, hago equitación, juego al golf, juego al tenis, juego al fútbol, juego al voleibol, juego al baloncesto, la cancha, el parque, la pista de hielo, el campo, el estadio, la piscina, el polideportivo.</p> <p>-Juego, juegas, juega, jugamos, jugáis, juegan.</p> <p>-Hago, haces, hace, hacemos, hacéis, hacen.</p> <p>-Mañana, este fin de semana, el viernes, la semana que viene, este año.</p> <p>-Hablaré, hablarás, hablará, hablaremos, hablaréis, hablarán.</p>	<p>Students will develop a wide range of linguistic skills throughout this topic, with a particular focus on the present tense and the immediate future tense. All students will be able to recognise and conjugate these verbs in speaking and in writing.</p> <p>By the end of this unit, students will have developed literacy and oracy skills. They will be able to:</p> <ul style="list-style-type: none"> - Listen to young people expressing their opinion about free time activities. - Translate a challenging text on “cena especial”. - Express and justify opinions about their free time activities. - Write 90 words about free time activities / mealtimes / sports. <p>There is the opportunity in this unit as an enrichment activity to research free time activities for different age groups in Spain and in Latin America and present their findings to the rest of the class.</p>

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4. Customs and Festivals Costumbres y festivales	This is an exciting and culturally enriching topic where students have the opportunity to deepen their knowledge of Spanish culture and understand its importance in today's society.	-Customs of Spanish mealtimes -Know key vocabulary and phrases	A los españoles, los alumnos, la comida principal, la comida rápida, una dieta saludable, un recreo, para desayunar, es una comida ligera, los trabajadores.	Students will develop a wide range of linguistic skills throughout this topic, with a particular focus on the preterite tense and the imperfect tense. All students will be able to recognise and conjugate these verbs in speaking and in writing. By the end of this unit, students will have developed literacy and oracy skills. They will be able to: <ul style="list-style-type: none"> - Complete a listening activity describing a festival. - Translate English to Spanish using the preterite tense - Perform a Photo card on festivals - Write at least 90 / 150 words about a festival. There is the opportunity in this unit as an enrichment activity to deepen their knowledge about a Hispanic festival and present their findings to the rest of the class.
		-The preterite tense -Irregular verbs <i>tener</i> and <i>hacer</i> in the preterite tense	-Hablé, hablaste, habló, hablamos, hablastéis, hablaron. -Comí, comiste, comió, comimos, comistéis, comieron. -Tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron. -Hice, hiciste, hizo, hicimos, hicisteis, hicieron.	
		Gain a wider understanding of the importance of festivals in Spanish culture eg. La Tomatina and El Día de los Muertos	-La Tomatina, las mangueras, los camiones, mojadas, camisetas rojas. -Un pequeño altar, calaveras, el pan de muerto, las tumbas, la música, las velas.	
		The imperfect tense	-Hablaban, hablabas, hablaba, hablábamos, hablabais, hablaban. -Comía, comías, comía, comíamos, comíais, comían.	

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5. Home, town, neighbourhood and region Casa, pueblo, barrio y región	This unit builds upon language acquisition taught at Key Stage 3. This unit gives students the opportunity to talk about their home and region and discuss issues which are important to them and what they would change. <i>(Partially covered. Amber indicates what has been partially covered due to disruption from mock exam weeks and a lot of students working remotely. Please see Yr11 Topic lists for how and where this will be revised appropriately).</i>	-Recognise a range of key vocabulary to describe rooms and objects in the house -Understand when to use <i>hay, está, es</i>	La alfombra, el armario, la bañera, la butaca, la cama, la cocina de gas, la ducha, los electrodomésticos, el espejo, la estantería, el fregadero, el lavabo, la lavadora, el lavaplatos, la librería, la mesa, el microondas, la nevera, la planta, la silla, el sillón, el sofá, la televisión.	Students will develop a wide range of linguistic skills throughout this topic, with a particular focus on using three tenses: present, imperfect and future tense. All students will be able to recognise and conjugate these verbs in speaking and in writing. By the end of this unit, students will have developed literacy and oracy skills. They will be able to: <ul style="list-style-type: none"> - Listen to descriptions of houses and regions. - Translate a challenging text on Barcelona. - Express and justify opinions about their house. - Write 90 words about your home (AND) write 150 words about the advantages and disadvantages of living in a city and the countryside. There is the opportunity in this unit as an enrichment activity to research a typical Spanish house and present their findings to the class using all the linguistic structures they have learnt.
		Recognise a range of vocabulary and structures to describe a house	Un piso, una casa antigua/moderna, un chalet, una granja, en la ciudad, en un pueblo, en la costa, en la montaña, en el campo.	
		-Prepositions -Descriptions of adverts for an estate agent	-Delante de, detrás de, al lado de, cerca de, lejos de, debajo de, encima de. -En la planta baja, en la primera planta, en la segunda planta, está situado..., <i>se puede</i> + infinitivo.	
		-Comparative statement	-Más...que, menos...que, tan...como.	
		-Recognise names of shops -Understand how to use the structure <i>se puede</i>	La carnicería, el estanco, la joyería, la juguetería, la librería, el mercado, los grandes almacenes, la panadería, la papelería, la pastelería, la pescadería, la tienda de comestibles, la zapatería.	
		Formulating more complex questions	Adónde, a quién, con quién, en qué, cómo.	
		Understand a range of structures to describe past, present and future events	-Hay, había, habrá, habría. -Tiene, tenía, tendrá, tendría. -Es, era, será, sería.	