

Brief overview						
<p>In Year 10, students follow the AQA GCSE Spanish course, beginning with the theme People & Lifestyle. They start by exploring identity and relationships, describing themselves and others, and discussing family and ideal partners. This leads into healthy living, where they learn to talk about fitness, diet, and lifestyle choices. The final unit in this theme focuses on education and work, covering school life, future study options, and career aspirations. In the second half of the year, students move into the theme Popular Culture, where they discuss free time activities, TV habits, and daily routines. They then explore customs, festivals, and celebrations in the Spanish-speaking world, before finishing the year with a unit on celebrity culture, examining famous figures, social media influencers, and the impact of fame. Throughout the year, students build their skills in listening, speaking, reading, and writing, while developing their use of key tenses and vocabulary in meaningful contexts.</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Theme 1 People & Lifestyle Unit 1 - Identity & Relationships with others	Theme 1 People & Lifestyle Unit 2 - Healthy Living & Lifestyle	Theme 1 People & Lifestyle Unit 3 - Education & Work	Theme 2 – Popular Culture Unit 4 - Free Time Activities	Theme 2 – Popular Culture Unit 5 - Customs, Festivals & Celebrations	Theme 2 – Popular Culture Unit 6 – Celebrity Culture
Big question/ core concept	¿Qué tipo de persona eres? ¿Cómo son tus amigos? ¿Cómo es la familia moderna? ¿Cómo sería tu pareja ideal?	¿Estás en forma? ¿Eres sano? ¿Te gusta la comida española? ¿Qué vas a comer?	¿Cómo es tu insti? ¿Qué es lo bueno y lo malo del insti? ¿Qué serán tus opciones a los 16 años? ¿En qué te gustaría trabajar?	¿Te gusta el riesgo? ¿Cómo pasas tu día? ¿Ves la tele? ¿Cómo celebras?	¿Sigues alguna tradición? ¿Cuál es tu fiesta favorita? ¿Cuál es tu festival latinoamericano favorito?	¿Sigues la moda de las celebridades? ¿Quiénes son Lola Flores y Rosalía? ¿Cómo es un día típico para un TikTok? ¿Qué personajes famosos valen la pena?
Knowing	<ul style="list-style-type: none"> Talking about personality Ser and estar Adjectival agreement Describing people Ser, tener (present tense) Relationship with friends Reflexive verbs Possessive adjectives Common irregular verbs Adjectival phrases (regular adjective agreement, position, uses of ser and estar and comparison) Articles Formation of feminine and plural nouns 	<ul style="list-style-type: none"> Keeping fit Radical changing verbs Al and del Espressions using TENER Immediate future tense Question words Spanish lifestyle Adjectives of nationality. Reflexive pronouns Demonstrative pronouns Negatives Imperfect tense Near future tense Impersonal verbs Modal verbs 	<ul style="list-style-type: none"> School-related vocabulary: subjects, facilities, rules, opinions, and problems (e.g. acoso, deberes, uniforme, presión académica) Describing school: using ser and estar (e.g. Mi instituto es grande. El edificio está en el centro.) Opinions and justifications: me gusta, prefiero, odio, creo que, en mi opinión, lo que me gusta es... Comparatives and superlatives: más/menos... que, tan... como, el/la mejor/peor 	<ul style="list-style-type: none"> Vocabulary for extreme sports (hacer kayak, escalada, alpinismo, parkour), hobbies (leer, cantar, pasear, mirar las estrellas), and TV/film genres (documentales, series, concursos, películas románticas / extranjeras / antiguas). Key phrases for expressing opinions (A mi modo de ver, Creo que, Me parece que, Estoy seguro/a de que...), preferences (me gusta, me encanta, me apasiona, me interesa, no me importa, suelo...), and describing photos (En la foto 	<ul style="list-style-type: none"> Vocabulary for religious and cultural celebrations: La Nochebuena, Los Reyes Magos, Pascua, Eid al-Fitr, El Día de Muertos, La Feria de las Flores, Inti Raymi, Carnaval Describing events and traditions: una experiencia muy alegre, una fiesta divertida, una semana de música y alegría, un desfile, fuegos artificiales, comida típica, trajes tradicionales Time expressions in the past: ayer, anoche, la semana pasada, 	<ul style="list-style-type: none"> Vocabulary related to fashion and celebrity style: vestido, traje, chaqueta, camiseta, faldas largas, de rayas, de flores, elegante, incómodo, cómodo Describing appearance and past habits using the imperfect tense: cuando era pequeño/a, llevaba, tenía, era Cultural knowledge of famous figures: Lola Flores (icono del flamenco), Rosalía (estrella global del pop y flamenco moderno), TikTokers, influencers

	<ul style="list-style-type: none"> • Demonstrative adjectives • Possessive adjectives • Adverbial phrases (phrases, position and comparative structures) • Modal verbs (poder and querer + infinitive) • Word order of direct object and indirect object pronouns • Prepositions (personal a, possession de, para + infinitive, sin + infinitive) 		<ul style="list-style-type: none"> • Rules and obligations: se debe, hay que, no puedes, tienes que, está prohibido • Talking about teachers and support: nos ayudan, confío en los profesores, explican bien • Future plans: using the simple future tense (e.g. estudiaré, trabajaré, será) • Job preferences: using the conditional tense (e.g. me gustaría ser, mi sueño es, lo mejor sería) • Infinitive constructions: para ser..., hay que..., se necesita... • Giving advice: es buena idea, vale la pena, nunca se debe... • Negative expressions: nunca, nadie, nada, no me gusta nada • Grammar focus: • Adjective agreement (gender and number) • Use of lo + adjective (e.g. lo bueno, lo malo) • Reflexive verbs (e.g. me enfado, se me dan bien) • Modal verbs: poder, querer, tener que • Pronouns and sentence structure 	<p>hay..., A la izquierda / derecha / al fondo / en primer plano...).</p> <ul style="list-style-type: none"> • Use of present continuous (estoy haciendo, están nadando), preterite tense (vi, celebré, empecé), and superlatives (el más divertido, la mejor celebración). • Grammar structures including verbs with prepositions (soñar con, disfrutar de, aprender a), demonstrative adjectives (este, esa, estos, aquellas), the personal "a", and time expressions (durante, hace + time, desde hace). • Adverbs of frequency (siempre, a veces, nunca, normalmente, cada lunes, dos veces a la semana...). 	<p>hace diez minutos / tres días, durante dos horas / un año</p> <ul style="list-style-type: none"> • Expressing opinions: me encanta, me interesa, me parece, en mi opinión, lo que más me gusta es... • Describing celebrations using the preterite tense, including irregular and stem-changing verbs (fui, vi, celebré, preferí, no pude) • Using present and future tenses to talk about how you usually celebrate and how you plan to celebrate in the future • Using superlatives and indefinite adjectives: la mejor fiesta, uno de los más importantes del mundo • Using prepositions and prepositional pronouns: con mi familia, para mí, de celebración • Using antes de / después de / al + infinitive to sequence events • Using seguir / continuar + gerund to describe ongoing traditions or preparations 	<ul style="list-style-type: none"> • Daily routine vocabulary and reflexive verbs: me levanto, me visto, me lavo los dientes, me pongo el uniforme • Time expressions and sequencing: primero, después, finalmente, a las siete, en estos momentos • Expressing opinions and value judgments: en mi opinión, me parece, creo que, vale la pena, no es un buen modelo a seguir • Describing achievements and influence: gana premios, apoya a organizaciones, usa su fama para ayudar • Using three time frames (past, present, future) to describe a celebrity's life and career • Using comparatives, superlatives, and suffixes: la mejor artista, famosísimo, guapísima • Using soler + infinitive and seguir / continuar + gerund to describe habits and ongoing actions • Possession with de and adjectives with ser and estar
Applying	<ul style="list-style-type: none"> • To describe your nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, and that of others. • To describe members of your family or friends in detail. • To say what activities you do with others. • To describe your friendships with others, giving reasons for getting on/not getting on with people. • To describe the qualities of a good friend. • To describe the qualities of an ideal partner and give reasons why. To name different types of partnership with advantages and disadvantages. 	<ul style="list-style-type: none"> • To describe your level of fitness. To talk about your fitness and health routine. • To describe your diet and preferences for food and drink. To say what makes a good or a bad diet. • To discuss how to achieve good physical and mental well-being. To give reasons for staying healthy and consequences of not staying healthy. • To talk about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences. • To talk about illness and injuries. • To say what your lifestyle was like in the past and your future intentions. 	<ul style="list-style-type: none"> • To describe your school: size, type, location, facilities, and atmosphere • To express opinions about school subjects, teachers, and rules with reasons • To compare different aspects of school life using comparatives and superlatives • To discuss school rules and express agreement or disagreement with them • To talk about problems in school such as bullying, pressure, or behaviour • To describe your ideal school or improvements you'd like to see • To talk about your future plans at 16 and beyond (e.g. further study, work, apprenticeships) 	<ul style="list-style-type: none"> • Describe extreme sports you've tried or would like to try, and how they make you feel. • Talk about your hobbies and how you spend your free time, including unusual or creative pastimes. • Describe your TV and film preferences, including what you watch, how often, and why. • Talk about a celebration or festival you've experienced, using the preterit and time phrases. • Describe a photo related to popular culture using detailed visual language. • Express detailed opinions about cultural activities and justify them with reasons. • Use a range of tenses (present, present continuous, preterit, 	<ul style="list-style-type: none"> • Describe a tradition you follow and explain its cultural or personal significance • Talk about your favourite celebration or festival, including who you celebrate with, what you do, and why you enjoy it • Compare a UK celebration with a Spanish or Latin American festival, highlighting similarities and differences • Use the preterit tense to narrate a special day or celebration in the past • Express detailed opinions about different types of celebrations and how you prefer to celebrate (e.g. at home, with friends, at a public event) • Describe the atmosphere, music, food, and clothing associated with a festival 	<ul style="list-style-type: none"> • Describe your opinion on celebrity fashion and whether you follow trends • Talk about the lifestyle and influence of a celebrity or influencer you admire (or don't) • Compare the careers and cultural impact of Lola Flores and Rosalía using past and present tenses • Describe a typical day in the life of a TikToker or influencer using reflexive verbs and sequencing • Evaluate whether certain celebrities are good role models and explain why • Use a range of tenses to describe how a celebrity's life has changed over time • Reflect on the impact of social media and fame on privacy, identity, and society

			<ul style="list-style-type: none"> • To describe your ideal job and explain why it suits your personality and skills • To give advice on how to apply for a job or prepare for an interview • To use a range of tenses (present, future, conditional) to express ideas clearly and fluently 	conditional) to narrate and describe. <ul style="list-style-type: none"> • Sequence events clearly when describing a celebration or a typical day. 	<ul style="list-style-type: none"> • Use sequencing phrases to describe how a celebration unfolds from start to finish • Reflect on how traditions and festivals contribute to cultural identity and community 	<ul style="list-style-type: none"> • Express your preferences for a public or private lifestyle and justify your opinion
Assessment	<ul style="list-style-type: none"> • End of Topic Assessment 	<ul style="list-style-type: none"> • End of Topic Assessment 	<ul style="list-style-type: none"> • Mid-year assessment 	<ul style="list-style-type: none"> • End of Topic Assessment 	<ul style="list-style-type: none"> • End of Year Assessment 	<ul style="list-style-type: none"> • End of Topic Assessment

Brief overview					
<p>In Year 11, students complete the final theme of the AQA GCSE Spanish course: Communication and the World Around Us. They begin with travel and tourism, learning to describe holiday experiences, preferences, and places of interest using a range of past and future tenses. This is followed by a unit on media and technology, where students explore how they and others use digital devices, social media, and online platforms, discussing both benefits and drawbacks. The final unit focuses on the environment and where people live, covering local and global issues, environmental actions, and ideal living situations. As the year progresses, students consolidate their knowledge through targeted revision and exam preparation, developing confidence and fluency across all four skills: listening, speaking, reading, and writing.</p>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
Unit title	Theme 3 – Communication & the World around us Unit 7 – Travel & Tourism including Places of interest	Theme 3 – Communication & the World around us Unit 8 – Media & Technology	Theme 3 – Communication & the World around us Unit 9 – The Environment & Where people live	Revision & Exams	
Big question/ core concept	¿Qué haces durante las vacaciones? ¿Qué pasó en las vacaciones? ¿Qué tipo de vacaciones prefieres? ¿Qué sabes de México?	¿Cómo ha cambiado la tecnología? ¿Qué es lo bueno y lo malo de las redes sociales? ¿Cómo usas tu móvil? ¿Cómo será la tecnología del futuro?	¿Cómo es tu pueblo? ¿Qué es lo bueno y lo malo de tu región? ¿Cómo ayudas el medio ambiente? ¿Qué deberíamos hacer para proteger el planeta?		
Knowing	<ul style="list-style-type: none"> Weather expressions Holidays: Destinations, transport & accommodation Prepositions for countries & modes of transport Revising the Present tense Past holidays & stories Revising the Perfect tense Future holiday plans Ideal holiday Visiting Paris Advantages & disadvantages of tourism	<ul style="list-style-type: none"> Types of media & technology in everyday life Adverbs of frequency The importance of technology Mobile phones & apps Revising <i>ser, tener, hacer & ir</i> in the Present tense Use of technology yesterday Revising the Preterit tense Digital world Online safety Technology in the future 	<ul style="list-style-type: none"> Where I live Places I town Use of <i>Si & cuando</i> Directions Activities to do in my town Past tense activities at home Landmarks & attractions Positions of adjectives Ideal home & area Eco-friendly habits Environmental issues Solutions to global issues Verbs followed by prepositions A positive impact on the planet Revising the conditional tense & using <i>quisiera</i> 		<ul style="list-style-type: none">

Applying	<p>To give opinions on holidays, activities and weather.</p> <p>To talk about a recent holiday including destination, transport, activities and accommodation.</p> <p>To refer to a visit to a Spanish-speaking city.</p> <p>To describe the advantages and disadvantages of tourism.</p>	<p>To refer to all kinds of media, such as the internet and social media, including how they are used and the frequency.</p> <p>To give reasons for using mobile phone and different apps.</p> <p>To discuss how they used technology yesterday.</p> <p>To describe the influences of the digital world.</p> <p>To refer to technology use in the future.</p>	<p>To describe your town, including local buildings, facilities and activities.</p> <p>To describe your home, including details of past tense activities.</p> <p>To express opinions including advantages and disadvantages for young people and tourists.</p> <p>To describe ideal home and local area, including future intentions on where to live with reasons.</p> <p>To refer to activities to help and protect the environment.</p> <p>To show awareness of global issues and describe future activities that would make a positive impact on the planet.</p>		
Assessment	<ul style="list-style-type: none"> End of Topic Assessment 	<ul style="list-style-type: none"> Mock Exam 	<ul style="list-style-type: none"> End of Topic Assessment 	Mock Exam	<ul style="list-style-type: none"> Exam technique & practice questions GCSE Exams