CARSHALTON BOYS SPORTS COLLEGE

SPANISH — YEAR 10

Key Stage 4 | AQA GCSE (9-1) Spanish (8692) | Scheme of Work 2026–2027

Excellence • Character • Aspiration

Subject Vision — Why Spanish Matters

Our Vision

Year 10 delivers the first full pass through the AQA GCSE (9-1) Spanish specification, assessed through three themes: Theme 1 (People and Lifestyle), Theme 2 (Popular Culture) and Theme 3 (Communication and the World Around Us). Year 10 interleaves Theme 1 and Theme 2 topics half-term by half-term, leaving Theme 3 and full consolidation to Year 11.

The year opens with Education and Work, extending most directly from the Key Stage 3 foundation into GCSE-level detail, before alternating with Free Time Activities, Identity and Relationships, Customs and Festivals, Healthy Living and Lifestyle, and Celebrity Culture — drawing on the imperfect tense (introduced this year) throughout. Every topic is taught to full GCSE depth from the outset, with Higher tier content clearly flagged.

Key Concepts This Year

- **Time and Tense:** The imperfect tense, introduced this year, allows pupils to describe habitual past actions and states, completing the set of tenses needed for GCSE narrative writing and speaking.
- **Opinion, Justification and Comparison:** Every GCSE topic requires pupils to give and justify opinions and to compare present, past and future circumstances — the core skill tested across all four AQA papers.
- **Tiered Progression:** Foundation and Higher tier content are taught side by side within each Sentence Builder, so all pupils access core content while the most able are stretched towards Higher tier structures.
- **Cultural and Global Awareness:** Customs, festivals and celebrity culture develop pupils' understanding of the Hispanic world, an explicit AQA assessment objective.

Curriculum Journey — Learning Sequence by Term

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Education and Work School facilities, opinions on subjects/rules/uniform, daily routine and clubs, ideal school, post-16 options — end of unit assessment.	**Free Time Activities** Sport, film/TV, reading, exam skills focus, music, food/drink and shopping preferences — preterite and near future tense; end of term assessment.	**Identity and Relationships with Others** Nationality, gender, orientation, appearance, personality, family/friends, ideal partner — comparative structures; end of unit assessment.	**Customs, Festivals and Celebrations** UK and Hispanic-world festivals, customs, a past special day — indirect object pronouns; end of term assessment; cultural activities.	**Healthy Living and Lifestyle** Fitness, diet, wellbeing, habits, past/future lifestyle, illness and injury — negatives, modal verbs; end of unit assessment.	**Revision + Celebrity Culture** Revision and end-of-year assessment, then celebrities, their achievements and media coverage.

A Spiral Curriculum The imperfect tense is introduced this year, completing the full range of tenses (present, preterite, imperfect, near future, future, conditional) required by the AQA specification. In Year 11, all topics from Years 10–11 are revisited, deepened and combined with Theme 3 ahead of the terminal examinations.

Assessment Information

How Pupils Are Assessed	Formal Assessment by Unit

▸ Weekly vocabulary and grammar tests across each topic block ▸ End of unit/term assessments covering all four skills ▸ Foundation and Higher tier content assessed side by side within each task ▸ PATHS written and verbal feedback after every formal assessment	▸ Education and Work — end of unit assessment (all four skills) ▸ Free Time Activities — end of term assessment (all four skills) ▸ Identity and Relationships with Others — end of unit assessment (all four skills) ▸ Customs, Festivals and Celebrations — end of term assessment (all four skills) ▸ Healthy Living and Lifestyle — end of unit assessment (all four skills) ▸ End-of-Year Assessment — full review ahead of Year 11

PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the department's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	Positive Comment	A specific, evidence-referenced strength — never generic praise.	"Your use of the imperfect tense to describe what you used to do as a child is accurate and well-chosen."
A	Attainment Mark / Grade	State clearly where the pupil is performing against the AQA mark scheme or grade boundary.	"Your speaking response is currently a Grade 5. To reach Grade 7 you need a wider range of tenses and more justified opinions."
T	Target to Improve	One specific, actionable target only — never a list.	"Your next step is to include one example of the near future tense in your next written response."
H	How-To Instructions	Concrete, replicable, step-by-step guidance.	"(1) Conjugate ir in the present tense for the correct person; (2) add a; (3) add the infinitive verb."
S	Student Response	Pupils respond in writing or speech to the feedback, checked by the teacher.	Green-pen response rewriting the weak section and noting what to do differently next time.