

Spanish Schemes of Work

Spanish KS4

Year 10 and Year 11

Pupils follow the New AQA GCSE Spanish Full course (8698), a linear two-year course with no controlled assessment. Please see attached the list of 'Themes and Topics' to be covered throughout the course. These apply to all four units (Listening, Speaking, Reading, Writing). Oxford University Press AQA Spanish Higher GCSE is the main course book used throughout Y10 and Y11. Additional resources are used from Kerboodle, Mira Higher, Listos 3 Rojo, Gramática Directa, as well as resources created by the subject teacher.

As pupils progress linguistically, they will be expected to:

- **Cope with a greater degree of unpredictability**
- **Deal with a widening range of potential problems**
- **Understand and use more accurately a widening range of vocab and structures, including some unfamiliar language**
- **Understand issues and opinions**
- **speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate**
- **manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register**
- **translate a short passage from Spanish into English and translate sentences and short texts from English into Spanish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.**

In order for students to develop more responsibility for their own learning they will have access to the following:

- GCSE Spanish course overview including topics to be covered and exam components
- At the start of each module a breakdown of the topic covered including key grammar points
- List of websites designed to aid language learning such as languagesonline.org.uk
- Spanish magazines in the school library

In addition to completing weekly homework tasks, pupils will be expected to learn all new vocabulary and to carry out independent study using MFL websites.

Creative activities will be incorporated into lessons throughout the course to create a diverse and enjoyable learning experience. Thinking skills tasks will be used to develop pupils' ability to manipulate language and to encourage them to express their views with confidence. References to aspects of Hispanic culture and pen friend links will enable pupils to develop an understanding of Hispanic society and customs.

Themes and Topics

Theme 1: Identity and culture

- Topic 1: Me, my family and friends
Relationships with family and friends
Marriage/partnership
- Topic 2: Technology in everyday life
Social media
Mobile technology
- Topic 3: Free-time activities
Music
Cinema and TV
Food and eating out
Sport
- Topic 4: Customs and festivals in Spanish-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
Charity/voluntary work
Healthy/unhealthy living
- Topic 3: Global issues
The environment
Poverty/homelessness
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education post-16
- Topic 4: Jobs, career choices and ambitions

Year 10

Term	Theme and unit	Grammar	Strategies	Resources
Autumn term 1 – first half AQA Textbook pages ()	Key Stage 3 revision Theme 1 - Hablando de los amigos - Relaciones con la familia - Planes para el futuro Las relaciones de hoy en día	Nouns Articles Regular verbs in the present tense Using <i>ser</i> , <i>estar</i> and <i>tener</i> Numbers, ages and times Days, months and dates Learning agreement and position of adjectives Reflexive verbs Uses of <i>ser</i> and <i>estar</i> Uses of <i>que</i> Using the immediate future tense Object pronouns Using irregular adjectives and adjectives of nationality Direct and indirect object pronouns	Adapting a model Using adverbs of frequency to say how often you do things Giving opinions in different ways Recognising false friends	Rompehielos - ¿Somos compatibles? Personality adjectives ¿Vivir con la madre o el padre? Adivinanza Letter to agony aunt Debate for/against marriage Ideal family Speed dating
Autumn 1 Half-term Assessment – Speaking and Listening				
Autumn term 2 – second half AQA Textbook pages ()	¿Cómo prefieres mantenerte en contacto? - Las redes sociales: ¿buenas o malas? - La tecnología portátil ¿Podrías vivir sin el móvil y la tableta?	Using the perfect tense of regular verbs Había and era Using verbs with prepositions Perfect tense of irregular verbs Using <i>estar</i> and the present continuous tense Formulating questions Using <i>cuyo</i> (whose) Further uses of <i>por</i> and <i>para</i>	Offering extra information when speaking Listening for details: <i>más</i> and <i>principal</i> Working out the meaning of unfamiliar words from context Tips for translating into English	Shakira's fan club Debate for/ against internet and mobile phones Research on use of internet in Spanish speaking countries Tips for safe internet use
Autumn 2 Half-term Assessment – Reading and Writing (Including Translations)				

Term	Theme and unit	Grammar	Strategies	Resources
Spring term 1 – first half AQA Textbook pages ()	¿Qué haces en tu tiempo libre? - Hablando del tiempo libre y de los planes - Vamos a comer fuera Una cena especial ¿Qué deporte harás? El deporte en el mundo	Revising the regular present tense Common irregular verbs in the present tense Using two verbs together Radical changing verbs Forming regular adverbs Pronouns after <i>para</i> Revising the immediate future Expressions using two verbs together Using the future tense Irregulars <i>hacer, haber, salir</i> and <i>tener</i> Recognising irregular verbs in the future Y changing to e and o changing to u	Listening for positive and negative opinions Giving all the information required by a question Using listening techniques Using verbal context in reading Using future time phrases Listening for clues	Film/ book review Guess the film Time out guide Restaurant role plays Advert for a sports centre Profile of a sports person See resources: My hobbies placemat Mi tiempo libre en un gráfico Hobbies Syntex Entrevista a David Bisbal Entrevista con Álex Ferreira Film preferences Films Syntex Spanish food and drink Restaurant Syntex Deportes alternativos
Spring 1 Half-term Assessment – Speaking and Listening				
Spring term 2 – second half AQA Textbook pages ()	Theme 1 - Algunas costumbres regionales ¿Cambian las costumbres? - Las fiestas del mundo hispano - Las fiestas de España – las fallas	Using <i>ser</i> and <i>ir</i> in the preterite Expressing actions and opinions Learning the preterite of <i>tener</i> and <i>hacer</i> Types of verbs with spelling changes in the preterite Recognising regular and irregular verbs in the imperfect Numbers Using the preterite and the imperfect together Verbs with spelling changes in the preterite	Tips for reading questions Talking about photos Skim reading for information Using cognates to aid understanding	Research about Spanish speaking festivals Guide to Teach a younger class See resources: Spanish food and drink La tomatina Fiestas tradicionales Cuestionario sobre el mundo hispanohablante ¿Qué sabéis de las Navidades en España? New Year's Eve in Spain Discussion toolkit

Y10 SUMMER EXAM – END OF APRIL

Term	Theme and unit	Grammar	Strategies	Resources
Summer term 1 – first half AQA Textbook pages ()	Theme 2 ¿Cómo es tu casa? - Mi casa y mi barrio - Mi ciudad - La ciudad y el campo	Using prepositions to say where things are Further prepositions Formulating more complex questions More interrogative words and expressions Using demonstrative adjectives and pronouns Present and preterite tenses of <i>ir</i> and <i>hacer</i> Using possessive pronouns The expressions <i>los que</i> / <i>las que</i>	Using quantifiers Using different vocabulary to express the same idea Dealing with past, present and future questions Using a wider range of connectives	Brochure to advertise a Spanish speaking town Dream house House for sale brochure See resources: ‘Where I live’ placemat My son’s bedroom Nuevas casas Dos ciudades españolas My city In the centre of my city
Summer Term 1 -2 Half-term Assessment – Reading and Writing (Including Translations)				
Summer term 2 – second half AQA Textbook pages ()	- Me gustaría ayudar - La importancia de hacer obras benéficas ¿Llevas una vida sana? ¿Qué opinas?	Using me gustaría Recognising different tenses Using the conditional tense Formation and use of the gerund Using negative words Use of deber, tener que and hay que Learning about the present subjunctive The imperfect tense	Approaching language in reading texts Conversation fillers Listening for different tenses Expressing agreement and disagreement	See resources: Sorting foods Spanish vocab crunch: health Vocab starters: la salud Health bingo Tabú: la salud Es bueno para la salud Un sondeo sobre la salud El tabaco ¿Conoces a un drogadicto?

Year 11

Term	Theme and unit	Grammar	Strategies	Resources
Autumn term 1 – first half AQA Textbook pages ()	- Protegiendo el medio ambiente Problemas ecológicos - Los “sin techo” Es importante ayudar a los demás	Using ‘if’ sentences The pluperfect tense Using modal verbs to express recommendations and obligations Formation and use of the preterite to describe past events and actions Using reflexive constructions such as <i>se debe</i> , <i>se puede</i> + infinitive Negative expressions Using <i>me encanta</i> , <i>me preocupa</i> , etc. with the subjunctive The imperfect subjunctive and its use in ‘if’ clauses	Using prefixes Making mind maps Spotting positive and negative expressions Extending the way you express opinions	See resources: Global issues starter El medio ambiente Entrevista: el medio ambiente Para salvar nuestro planeta
Autumn 1 Half-term Assessment – Speaking and Listening				
Autumn term 2 – second half AQA Textbook pages ()	¿Dónde te alojas? ¿Qué hiciste y qué te gustaría hacer durante las vacaciones? - Un folleto turístico - Describiendo tu región	Using expressions of sequence Exclamations using the subjunctive Revising the use of preterite and imperfect tenses Further expressions of sequence (<i>antes de haber</i> , <i>después de haber</i> , <i>mientras</i> + imperfect) Using <i>estar</i> + past participle Words to use when giving opposite views Using the passive and passive forms with <i>se</i> Use of <i>desde hacía</i> + imperfect	Showing off language you know Looking out for useful synonyms Learning verbs Making use of the social and cultural context	See resources: Mis vacaciones: writing mat Inference grids: holidays Four in a row: holidays Preterite bingo Hotel bingo Las vacaciones de Karina Actividades para las vacaciones Weather dominoes
Autumn 2 Half-term Assessment – Reading and Writing (Including Translations)				

Term	Theme and unit	Grammar	Strategies	Resources
Spring term 1 – first half AQA Textbook pages ()	Theme 3 ¿Cómo ser un buen estudiante? ¿Qué tal el instituto? - Las reglas y el uniforme - Lo bueno y lo malo del instituto	Using the imperative The perfect tense Using the personal <i>a</i> Use of <i>desde</i> hace Revising <i>se debe</i> , <i>hay que</i> , <i>tener que</i> Verbs that are followed by the infinitive Using <i>debería ser</i> and <i>debería haber</i> Further usage of the imperative	Talking to yourself! Creating a check list Translating into English Looking for clues to time frames	See resources: Question and answer starter: school La vida escolar Four in a row: school El instituto: idiomatic phrases
Spring 1 Half-term Assessment – Speaking and Listening				
Spring term 2 – second half AQA Textbook pages ()	¿Trabajar o estudiar? ¿Vale la pena ir a la universidad? - Buscar trabajo - El trabajo ideal	Using <i>lo</i> and <i>lo que</i> + adjective Expressions with <i>tener</i> Using the present subjunctive after expressions of time Infinitives of reflexive verbs Using a variety of tenses Revision of adjectives Using the present subjunctive in hypothetical situations The past continuous tense	Learning common suffixes Making deductions in reading and listening Learning useful phrases Using advanced language to impress	See resources: El instituto del futuro Nuestra lista de deseos Tienes derecho a una educación Mi práctica laboral: ¡otra vez! ¿Pretérito o imperfecto? Los estudios de Celeste La universidad Starter on jobs ¿Qué te gustaría hacer en el futuro? El currículum de los famosos Buscando trabajo
Autumn 2 Half-term Assessment – Reading and Writing (Including Translations)				
Summer term 1 – first half	Revision and preparation for the examination			See resources: GCSE Spanish reading practice Revisión gramática GCSE