



SPANISH CURRICULUM

REVISED SCHEME OF WORK FOR YEAR 7 2016 ONWARDS

Given the advances in the KS2 languages strategy and the new NC we have completely overhauled our plans for Year 7 as of September 2016.

On entry we will revise numbers / introductions / alphabet / instructions / dates. Classroom objects should be included informally as we go along. (3 weeks maximum).

Module A: MI VIDA.

(Module 1 in Viva 1) aim to finish by 11/11/2016.

Objective: to make a powerpoint presentation about themselves.
Grades on this should be recorded on the assessment sheet.

A1	pages 8-9	¿Cómo te llamas? (name)
A2	pages 10-11	¿Qué tipo de persona eres? (personality)
A3	pages 12-13	¿Tienes hermanos? (age, brothers and sisters)
A4	pages 14-15	¿Cuándo es tu cumpleaños? (birthday)
A5	pages 16-17	¿Tienes mascotas? (talking about pets)
A6	pages 18-19	Cómo soy.....
A7	pages 21-22	Prepárate

Module B: MI FAMILIA Y MIS AMIGOS

(Module 4 in Viva 1) aim to finish by 20/01/2017.

Objective: Choose a person / character in a Spanish speaking country / or region of Spain and describe them.

B1	pages 76-77	¿Cuántas personas hay en tu familia?(describing family)
B2	pages 78-79	¿De qué color tienes los ojos? (hair and eyes)
B3	pages 80-81	¿Cómo es? (what other people look like)
B4	pages 82-83	¿Cómo es tu casa o tu piso? (where you live)
B5	pages 84-85	El carnaval en familia. (Carnival in Cadiz)
B6	pages 89-90	Prepárate.

Module C: MI TIEMPO LIBRE (Module 2 in Viva 1.)

Aim to finish by 31/03/2017.

Objective: Oral presentation about past time and hobbies.

C1	pages 30-31	¿Qué te gusta hacer? (what you like to do)
C2	pages 32-33	¿Cantas karaoke? (what you do in your spare time)
C3	pages 34-35	¿Qué haces cuando llueve? (talking about the weather)
C4	pages 36-37	¿Qué deportes haces? (sports you do)
C5	pages 38-39	¿Eres fanático? (someone's favourite things)
C6	pages 40-41	¿Qué haces en tu tiempo libre?
C7	pages 43	Prepárate.



Module D: MI INSTI (Module 3 in Vivo 1)

Objective: email a Spanish person about their school

Aim to finish by 9/06/2017.

D1	pages 54-55	¿Qué estudias? (school subjects)
D2	pages 56-57	¿Te gustan las ciencias? (opinions about school subjects)
D3	pages 58-59	¿Qué hay en tu insti? (describing your school)
D4	pages 60-61	Durante el recreo. (break time)
D5	pages 62-63	¿Te gusta tu instituto? (details about school)
D6	pages 64-65	¿Cómo es tu insti? (writing about school)
D7	pages 67	Prepárate.

Module E: MI CIUDAD (Module 5 in Vivo 1)

If any spare time after June then these 2 units have to be completed

E1	pages 98-99	¿Qué hay en tu ciudad? (describing your town)
E2	pages 100-101	¿ Qué haces en la ciudad? (telling the time)

There won't be any assessment for this module. Use the opportunity of this time to consolidate any past knowledge. (Grammar, vocabulary, success criteria for outstanding writing).

GCSE Spanish: 3 years

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

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



Year 1

Term	Theme	Topic	Grammar
Autumn half-term 1	Identity and culture	<p>Me, my family and friends</p> <ul style="list-style-type: none"> Relationships with family and friends <p>See resources:</p> <p>Rompehielos - ¿Somos compatibles?</p> <p>Personality adjectives</p> <p>¿Vivir con la madre o el padre?</p> <p>Adivinanza</p>	<ul style="list-style-type: none"> <i>tener, ser</i> and <i>estar</i> present tense (see Ser o estar: Lesson activities and Ser o estar: Task 3 slide) possessive adjectives adjective agreement rules reflexive verbs <i>casarse/enfadarse/llevarse bien con</i> comparatives <i>más que/menos que</i> adverbs of frequency regular verbs in present tense direct object pronouns interrogative words such as <i>quién, cómo, cuántos, qué, cuándo</i>
Autumn half-term 2	Local, national, international and global areas of interest	<p>Home, town, neighbourhood and region</p> <p>See resources:</p> <p>‘Where I live’ placemat</p> <p>My son’s bedroom</p> <p>Nuevas casas</p> <p>Dos ciudades españolas</p> <p>My city</p> <p>In the centre of my city</p>	<ul style="list-style-type: none"> <i>hay</i> prepositions use of <i>unos, unas</i> for ‘some’ <i>poder</i> + infinitive expressions of quantity irregular verbs <i>ir/hacer</i> <i>los que/las que</i> + verb <i>gustar</i> enhancing descriptions using <i>que</i> demonstrative adjectives: <i>este, esta, estos, estas, ese, esa, esos, esas</i> interrogatives <i>dónde</i> and <i>por qué</i>
Spring half-term 1	Current and future study and	<p>My studies</p> <p>See resources:</p>	<ul style="list-style-type: none"> <i>tener que/deber</i> + infinitive <i>hay que</i> + infinitive (compulsory subjects)



Term	Theme	Topic	Grammar
	employment	Question and answer starter: school La vida escolar Four in a row: school El instituto: idiomatic phrases	<ul style="list-style-type: none"> • <i>porque</i> to express reasons • perfect tense regular verbs (<i>escoger/decidir/dejar</i> - options) • two verbs together eg <i>ir a/ esperar/gustar más</i> • comparative and superlative in expressing opinions about subjects (see My studies: making comparisons – Worksheet and Teaching notes) • use of <i>tú</i> and <i>usted</i> in informal/formal exchanges
Spring half-term 2	Identity and culture	Free-time activities <ul style="list-style-type: none"> • Music • Cinema and TV 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	<ul style="list-style-type: none"> • consolidation of present tense including irregular verbs <i>salir, querer, preferir, ver, dar</i> • extend range of two verbs together • adverbs such as <i>por lo general/normalmente</i> • clauses introduced by <i>cuando</i> and <i>si</i>
Summer half-term 1	Identity and culture	Free-time activities <ul style="list-style-type: none"> • Food and eating out • Sport 	<ul style="list-style-type: none"> • perfect tense using regular and common irregular verbs <i>lo que he hecho este fin de semana/esta mañana</i> • simple opinion statements to



Term	Theme	Topic	Grammar
		See resources: Spanish food and drink Restaurant Syntex Deportes alternativos	express how it was (illustration of the imperfect) <ul style="list-style-type: none">disjunctive pronouns such as <i>conmigo</i> and <i>para mí</i>
Summer half-term 2	Identity and culture	Customs and festivals in Spanish-speaking countries/ communities See resources: Sorting foods 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	<ul style="list-style-type: none">preterite tense rules – regular and common irregular verbs (<i>ser, estar, tener, hacer, ir</i>)reflexive verbs in preterite; perfect and imperfect tenses togetherdescribing a past event/festival; actions and opinions



Year 2

Term	Theme	Topic	Grammar
Autumn half-term 1	Current and future study and employment	Life at school/college See resources: El instituto del futuro Nuestra lista de deseos Tienes derecho a una educación	<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 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	<ul style="list-style-type: none"> consolidation of preterite tense (see Holidays: the preterite tense) extension of imperfect tense (see Holidays: the imperfect tense) consolidation of preterite and imperfect tenses (see Holidays: the preterite and imperfect tenses) 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



Term	Theme	Topic	Grammar
Spring half-term 1	Current and future study and employment	Education post-16 See resources: Los estudios de Celeste La universidad	<ul style="list-style-type: none"> • Use of <i>lo</i> in <i>lo que</i> and <i>lo</i> + adjective • future tense introduced for eg future study plans • 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>)
Spring half-term 2	Local, national, international and global areas of interest	Social issues <ul style="list-style-type: none"> • Healthy/unhealthy living See resources: 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?	<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
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	<ul style="list-style-type: none"> • revision of past tenses to recount



Term	Theme	Topic	Grammar
		life <ul style="list-style-type: none"> • Social media • Mobile technology See resource: Shakira's fan club	how social media have been used; or life before technology <ul style="list-style-type: none"> • <i>gracias a/sin/con</i> • enhanced statements of possibility including <i>permitir, es posible que</i> + subjunctive

Year 3

Term	Theme	Topic	Grammar
Autumn half-term 1	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none"> • The environment See resources: Global issues starter El medio ambiente Entrevista: el medio ambiente Para salvar nuestro planeta	<ul style="list-style-type: none"> • modal verbs linked to behaviours (must do/can do/should do/could do etc) • <i>si</i> sentences revised for outlining consequences of actions
Autumn half-term 2	Local, national, international and global areas of interest	Social issues <ul style="list-style-type: none"> • Charity/ voluntary work 	<ul style="list-style-type: none"> • <i>querer</i> + infinitive • <i>querer que</i> + subjunctive • <i>para que</i> + subjunctive • imperfect continuous
Spring half-term 1	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none"> • Homelessness/poverty 	<ul style="list-style-type: none"> • <i>si fuera.../si tuviera que...</i> with conditional completions • <i>hay que</i> + infinitive and <i>es importante que</i> + subjunctive • verbs of emotion + subjunctive (<i>me preocupa que/me molesta que</i>)



Term	Theme	Topic	Grammar
Spring half-term 2	Current and future study and employment	Career choices and ambitions	<ul style="list-style-type: none"> enhanced statements of possibility including subjunctive after conjunctions of time (<i>cuando</i>) use of <i>quisiera</i> to express ambitions pluperfect tense perspective
Summer half-term 1	End of course examination focus		
Summer half-term 2	End of course examination focus		

GCSE SPANISH: 2 years

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

There are three broad themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Year 1

Month	Theme	Topic	Grammar
September	Identity and culture	Me, my family and friends <ul style="list-style-type: none"> Relationships with family and friends See resources: Rompehielos - ¿Somos compatibles? Personality adjectives ¿Vivir con la madre o el padre?	<ul style="list-style-type: none"> <i>tener, ser</i> and <i>estar</i> present tense (see Ser o estar: Lesson activities and Ser o estar: Task 3 slide) possessive adjectives adjective agreement and position rules reflexive verbs: <i>casarse/enfadarse/llevarse bien con</i> comparatives <i>más que/menos</i>



Month	Theme	Topic	Grammar
		Adivinanza	<p><i>que</i>; adverbs of frequency</p> <ul style="list-style-type: none"> regular verbs in present tense; direct object pronouns interrogative words such as <i>quién, cómo, cuántos, qué, cuándo</i>
October	Local, national, international and global areas of interest	<p>Home, town, neighbourhood and region</p> <p>See resources:</p> <p>‘Where I live’ placemat</p> <p>My son’s bedroom</p> <p>Nuevas casas</p> <p>Dos ciudades españolas</p> <p>My city</p> <p>In the centre of my city</p>	<ul style="list-style-type: none"> <i>hay</i>; prepositions use of <i>unos/unas</i> for some <i>poder</i> + infinitive expressions of quantity irregular verbs <i>ir/hacer</i> <i>los/las que</i> + verb; <i>gustar</i> enhancing descriptions using <i>que</i> demonstrative adjectives <i>este, esta, estos, estas, ese, esa, esos, esas</i> interrogatives <i>dónde</i> and <i>por qué</i>
November	Current and future study and employment	<p>My studies</p> <p>See resources:</p> <p>Question and answer starter: school</p> <p>La vida escolar</p> <p>Four in a row: school</p> <p>El instituto: idiomatic phrases</p>	<ul style="list-style-type: none"> <i>tener que</i> + infinitive <i>deber</i> + infinitive <i>hay que</i> + infinitive (compulsory subjects), <i>porque</i> to express reasons perfect tense regular verbs (<i>escoger/decidir/dejar</i> - options) Two verbs together e.g. <i>ir a/esperar/gustar más</i> comparative and superlative in expressing opinions about subjects (see My studies: making comparisons – Worksheet and Teaching)



Month	Theme	Topic	Grammar
			<p>notes)</p> <ul style="list-style-type: none"> • use of <i>tú</i> and <i>usted</i> in informal/formal exchanges
December	Identity and culture	<p>Free-time activities</p> <ul style="list-style-type: none"> • Music • Cinema and TV • Food and eating out • Sport <p>See resources:</p> <p>My hobbies placemat</p> <p>Mi tiempo libre en un gráfico</p> <p>Hobbies Syntex</p> <p>Entrevista a David Bisbal</p> <p>Entrevista con Álex Ferreira</p> <p>Film preferences</p> <p>Films Syntex</p> <p>Spanish food and drink</p> <p>Restaurant Syntex</p> <p>Deportes alternativos</p>	<ul style="list-style-type: none"> • consolidation of present tense including irregular verbs <i>salir, querer, preferir, ver, dar</i> • extend range of two verbs together • future tense introduced eg weekend plans • adverbs such as <i>por lo general</i> • formation of regular adverbs such as <i>normalmente</i> • clauses introduced by <i>cuando</i> and <i>si</i> • disjunctive pronouns such as <i>conmigo</i> and <i>para mí</i>
January	Local, national, international and global areas of interest	<p>Social issues</p> <ul style="list-style-type: none"> • Healthy/ unhealthy living <p>See resources:</p> <p>Sorting foods</p> <p>Spanish vocab crunch: health</p> <p>Vocab starters: la salud</p> <p>Health bingo</p> <p>Tabú: la salud</p>	<ul style="list-style-type: none"> • recap on <i>deber/tener que</i> + infinitive/<i>hay que</i> + infinitive and introduce conditional forms – affirmative and negative • <i>es mejor/sería mejor</i> • negative <i>nunca</i> • previous health habits using imperfect tense • reflexive constructions such as <i>se puede, se necesita</i> • present continuous



Month	Theme	Topic	Grammar
		Es bueno para la salud Un sondeo sobre la salud El tabaco ¿Conoces a un drogadicto?	
February	Current and future study and employment	Life at school/ college See resources: El instituto del futuro Nuestra lista de deseos Tienes derecho a una educación Mi práctica laboral: ¡otra vez! ¿Pretérito o imperfecto?	<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) perfect tense using regular and common irregular verbs (<i>he hecho mis deberes</i>). (See Life at school: the perfect tense – Worksheet and Teaching notes)
March	Identity and culture	Customs and festivals in Spanish-speaking countries/communities 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	<ul style="list-style-type: none"> preterite of regular verbs and irregulars <i>ser/ir/hacer</i> reflexive verbs in preterite preterite and imperfect tenses together describing a past event/festival actions and opinions
April	Local, national,	Travel and tourism	<ul style="list-style-type: none"> consolidation of preterite and imperfect tenses (see



Month	Theme	Topic	Grammar
	international and global areas of interest	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	Worksheets: Holidays: the preterite tense , Holidays: the imperfect tense and Holidays: the preterite and imperfect tenses) <ul style="list-style-type: none"> 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
May	Current and future study and employment	Education post-16 See resources: Los estudios de Celeste La universidad	<ul style="list-style-type: none"> use of 'lo' in '<i>lo que</i>' and <i>lo</i> + adjective; 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>)
June		Year-end assessments	
June, July	Identity and culture	Transition to Year 2: Me, my family and friends <ul style="list-style-type: none"> 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 Gerund revision of future tense to outline future plans direct and indirect object pronouns



Year 2

Month	Theme	Topic	Grammar
September	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none"> The environment See resources: Global issues starter El medio ambiente Entrevista: el medio ambiente Para salvar nuestro planeta	<ul style="list-style-type: none"> modal verbs linked to behaviours (must do/can do/should do/could do etc) past tense for effects of behaviours on environment <i>si</i> sentences revised for outlining consequences of actions pluperfect tense perspective
October	Local, national, international and global areas of interest	Social issues <ul style="list-style-type: none"> Charity/ voluntary work 	<ul style="list-style-type: none"> <i>querer</i> + infinitive <i>querer que</i> + subjunctive <i>es posible que</i> + subjunctive <i>para que</i> + subjunctive imperfect continuous
November	Current and future study and employment	Career choices and ambitions See resources: Starter on jobs ¿Qué te gustaría hacer en el futuro? El currículum de los famosos Buscando trabajo	<ul style="list-style-type: none"> enhanced statements of possibility including subjunctive after conjunctions of time (<i>cuando</i>) <i>quisiera</i>
December, January	Identity and culture	Technology in everyday life <ul style="list-style-type: none"> Social media Mobile technology See resource: Shakira's fan club	<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



Month	Theme	Topic	Grammar
December, January		Mock examination/ assessment See resources: GCSE Spanish reading practice Revisión gramática GCSE	
February	Local, national, international and global areas of interest	Global issues <ul style="list-style-type: none">Poverty/ homelessness	<ul style="list-style-type: none"><i>si fuera...</i><i>si tuviera que...</i> with conditional completions<i>hay que</i> + infinitive and <i>es importante que</i> + subjunctiveverbs of emotion + subjunctive
March, April, May		Revision and preparation for assessment	
May, June		Assessment	