YEAR 10 and YEAR 11 SPANISH SCHEME OF WORK 2017-2018

Key to the abbreviations used in the Text book.

G= Groundwork

F= Foundation

H= Higher

(G+F are in the green book. F+H are in the red book)

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| All pupils have:   1. Knowledge Organisers - organised by topic. 2. A writing booklet containing questions for guidance by topic 3. A digital copy of AQA green and AQA red text books which they can access at home on their PC/phone/tablet for HW. |

Additional resources:

<http://www.linguascope.com/> check our current user name and password

<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

<https://www.teachitlanguages.co.uk/>

BBC Bitesize links to all topics and guidance for the four areas (reading, speaking, listening, writing) https://www.bbc.co.uk/education/subjects/z4dqxnb

**Year 10 Unit 1. Theme 1: Identity and Culture Topic 2: Technology in Everyday Life – The perfect tense**

| Sub-topic | Language area | Grammar | Skill area | Teachit resources | Assessment |
| --- | --- | --- | --- | --- | --- |
| Unit 1.1 G  Como es tu familia? | Family members  Numbers for ages  Physical descriptions – revision of KS3 + see vocab booklet +yellow box pg 19 and simple adjectives of personality | **Using tener and ser in the present tense**  Regular Verbs present tense (F text book pg 26  Reflexive verbs present tense (F text book pg 26)  Position of adjectives | Learning vocabulary (see technique swagbag – on vocab booklet) | [¿Vivir con la madre o el padre?](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=15970)  tener, ser and estar present tense (see [Ser o estar: Lesson activities](http://filestore.aqa.org.uk/resources/spanish/AQA-8698-19787-ACT-SER-ESTAR.PDF) and [Ser o estar: Task 3 slide](http://filestore.aqa.org.uk/resources/spanish/AQA-8698-19787-ACT-SER-ESTAR.PPTX)) |  |
| Unit 1.1 F  Hablando de los amigos | More adjectives for describing people’s character (see vocab booklet)  Somos amigos desde …  Se rie …  Pasamos mucho tiempo juntos  Introduction to speaking exam photo card OLDI (clothes briefly – as comes up in unit 3) | Adjective agreement | Adapting a model to say what you want to say | [Adivinanza](http://www.teachitlanguages.co.uk/ks4-spanish-skills?resource=25279) |  |
| Unit 1.1 H  Relaciones con la familia | Describing family relationships  Adverbs of frequency | Using ser and estar | Using adverbs of frequency |  |  |
| Unit 1.2 G  Hablo de parejas | Describing people – more adjectives  Vocabulary for marriage / life partners – say if you want to get married of not  Not in text book:  Ideal partner – Foundation= present / Higher = conditional  Say what kind of person would be your partner | Posessive adjectives  Using y (and) que (that, which, who) (H text book pg 26) | Using y and que to form longer sentences | [Personality adjectives](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16402)  [Rompehielos - ¿Somos compatibles?](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16419) |  |
| Unit 1.2 F  Panes para el futuro | Text book = horoscopes – don’t do  Instead teach immediate future and do own resources – opinions about marriage etc  Vocab for marriage / divorce etc  Verbs for future plans marry/ leave/ study / live / buy | **The immediate future tense**  Foundation: Use immediate future – recognise some simple future | Giving opinions in different ways |  |  |
| Unit 1.2 H  Las relaciones de hoy en día | Using more sophisticated phrases (from the text ) for own 150 word writing phrase bank e.g.  Hoy en día existen / Cada dia tienen / En primer lugar / También / Además / … pero para mí … / Por eso en mi opinión./ etc | Using irregular adjectives and adjectives of nationality  Using direct and indirect objet pronouns together  Pronouns – F text book pg 27 + H text book pg 27 more exercises | Recognising false Friends  Pronunciation practice – using tips box – pair-work practice |  |  |
| Speaking exam | Theme 1 : Topic 1 questions |  |  |  |  |

**Year 10 Unit 2. Theme 1: Identity and Culture Topic 1: Me, My family and Friends + the present tense + the immediate future tense**

| Sub-topic | Language area | Grammar |  | Teachit resources | Assessment |
| --- | --- | --- | --- | --- | --- |
| Unit 2.1. G  Comunicarse por internet | Saying what you use the internet for and saying what you prefer  Family member vocab/ friends vocab  Preferences: me gusta etc + infinitive  Using uso/veo/chateo/mando/hablo in present tense (yellow box page 31) | Making comparisons with más que and menos que  Question words – (F text book page 38) | Picking out key words when reading |  |  |
| Unit 2.1. F  Como prefieres manenerte en contacto ? (giving opinions about online messaging) | Vocab for online activities  He decidido (+ infinitive)  He podido (+ infinitive)  He tenido que (+infinitive)  Frequencies : etc | **Perfect tense of regular verbs (see box F text book page 33)**  + había and era - (F text book page 38) | Offering extra information when speaking | [Shakira’s fan club](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16527) |  |
| Unit 2.1 H  Las redes sociales : buenas o malas ? (talking about the good and the bad of social media) | Higher : language for debate  Todo el mundo sabe que … | Using verbs with prepositions  e.g. empezara a / ayudar a / atreverse a / acabar de / tartar de / dejar de / insister en / consistir en / soñar con  Using the perfect tense of irregular verbs (H text book page 38) | Listening for details más and principal (see box page 32 H book) |  |  |
| Unit 2.2 G  El móvil para todo (talking about using a mobile) | Frequencies + esta mañana / esta tarde | Using por and para (H text book page 39) | Checking your pronunciation |  |  |
| Unit 2.2 F  La tecnología portátil (giving opinions about mobile technology) | Vocab for electronic equipment e.g. movil / ordenador / tableta / etc  Using the Q in your answer when asked about opinions: Tu gustas …. Si me gusta With negatives too | Using estar and the present continuous tense ( F text book page 36)  Statements of possibility (F text book page 39)  Formulating questions (F text book page 39) | Working out meaning from context |  |  |
| Unit 2.2 H  Podrias vivir sin el movil y la taleta? (talking about mobile technology and overuse) | Soy adicto  Key phrases from page 36 text  H book page 37 – yellow box | Using cuyo (whose) | Tips for translating into English |  |  |
| Speaking exam | Theme 1 : Topic 2 questions |  |  |  |  |

**Year 10 Unit 3 Theme 1: Identity and Culture Topic 3: Free-time activities – the present tense**

| Sub-topic | Language area | Grammar |  | Teachit resources | Assessment |
| --- | --- | --- | --- | --- | --- |
| Unit 3.1 G  ¿Qué te gusta hacer? | Me gusta / no me gusta / me encanta etc + infinitive  List of infinitives for activities – e.g tocar / jugar / salir / escuchar etc  Leisure activities (the non-sporting type) | Using gustar and encantar (see box page 49)  Gustar + plural nouns (F text book pg 60) | Expanding your statements  Porque /Pero/etc |  |  |
| Unit 3.1 F  ¿Qué haces en tu tiempo libre? | Present tense of regular verbs to say what you do and how often you do it  Frequencies (F text book blue box pg 51)  re-using the same verbs from section above where were used with the infinitive  Types of TV programme  Revision of times – when TV programmes are on  Types of film – preferences Extension: talk about a recent visit to the cinema) | **Revising the regular present tense**  Some common irregular verbs in the present tense (F text book pg 60 +194-197) | Listening for positive and negative opinions | [My hobbies placemat](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16144)  [Mi tiempo libre en un gráfico](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=19824)  [Hobbies Syntex](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17543)  [Entrevista a David Bisbal](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16438)  [Entrevista con Álex Ferreira](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16526)  [Film preferences](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17372)  [Films Syntex](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17544) |  |
| Unit 3.1 H  Hablando del tiempo libre y de los planes | Talking about what you do in your free time and what you plan to do  Accepting and refusing invitations out (H text book yellow box pg 51)  Using two verbs together to say what your pans are: Voy a / espero a / quiero / tengo que / pienso / ((see H text book white box pg 51) | Using two verbs together  Radical changing verbs (H text book pg 60) | Giving all the information required by a question – not lodsing marks in R and L for only giving partial info) |  |  |
| TV and Film | Not in the text book |  |  |  |  |
| Unit 3.2 G  Comer y beber | Shopping for food –  Ordering (simple things) in a café - using quiero  Food quantities  Food items for different meals at home - Saying what you normally eat for meals writing about own meals | Learning about radical changing verbs (e-ie) - querer  Pronouns after con (F text book pg 60) | Using time words to express order | [Spanish food and drink](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=19099)  [Restaurant Syntex](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17546) |  |
| Unit 3.2 F  Vamos a comer fuera | Talking about eating out – food and drink items for a restaurant  Regional food specialities – calamares / gambas al ajillo / tortilla / etc  Ordering in a restaurant | Forming regular adverbs  Using pronouns after para (F text book pg 61) | Using listening techniques – don’t pick the first thing you hear! | [Spanish food and drink](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=19099) |  |
| Unit 3.2 H  Una cena especial | Special occasion meals  Types of cuisine + preferences (indo / vegetariano)  Preparing for speaking – intro idea of photo card – follow up Qs : e.g. saying when you eat out / what for / talking about a future meal out / H level talking about a recent meal out – what occasion was it for? | Revising the immediate future  Extending range of two verbs together (H text book pg 61) | Using verbal context in reading |  |  |
| Unit 3.3 G  ¿Haces deporte? | Sports +leisure activities  Days of the week and Frequencies  Places for sport (parque / estadio / poledeportivo etc)  Difference hacer and jugar (F text book pg 56)  Justifying opinions with porque es (F text book pg 57 yellow box)  Extending answers e.g.  Si no tengo deberes, me gusta …  Si hace buen tiempo, me gusta …  Cuando puedo, me gusta … | Using hacer and jugar in the present  Further uses of gustar (F text book pg 61)  Set phrases using si clauses | Extending sentences when speaking (using porque es) | [Deportes alternativos](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=18568) |  |
| Unit 3.3 F  ¿Qué deporte harás? | Talking about sport in the future tense  Other sports – the ones you intend to try  Si clauses (present + future) | Using the future tense  Hacer, haber, salir and tener in the future (F text book pg 61  more si clauses (F text book pg58) | Using future time phrases  e.g.  Mañana / la semana próxima / el año próximo / este viernes |  |  |
| Unit 3.3 H  El deporte en el mundo | Can miss out for F groups -  Understanding a text about sport in other places in the world  Saying what the benefits of sport are (text pg 59) – useful for pupils doing 150wd writing | Recognising irregular verbs in the future  Y becoming e, o becoming u (H text book pg 61) | Listening for clues |  |  |
| Clothes and clothes Shopping | Not in the text book – see vocab booklet for clothes  Clothes items  Shop language  Complaining and returning items  demasiado + adjective |  |  |  |  |
| Speaking exam | Theme 1 : Topic 3 questions  Revision of all three topics so far |  |  |  |  |

**Year 10 Unit 4 Theme 1: Identity and Culture Topic 4: Customs and Festivals + The Preterite**

| Sub-topic | Language area | Grammar |  | Teachit resources | Assessment |
| --- | --- | --- | --- | --- | --- |
| Greetings | greetings – see vocab booklet |  |  |  |  |
| Unit 4.1 G  La vida en familia | How life differs in Spain and England e.g. Meal times etc (as 4.1H)  Write own imaginary diary for an exchange visit using the preterite  (F text book yellow box pg 65) say what you do normally and what you did | **Learning the regular preterite tense**  Reflexive verbs in the preterite tense ( F text book pg 72) | Using more than one tense in speaking and writing tasks (what you do normally and what you did) |  |  |
| Unit 4.1. F  Algunas costumbres regionales | Describing a visit / a festival in the preterite tense  Festivals in Spain – see vocab booklet for vocabulary needs to be covered  Imagine you’ve been to a festival – talk about it (F text book yellow box pg 65) | **Using ser and ir in the preterite**  Expressing actions and opinions (F text book pg 72) | Tips for reading questions | [Fiestas tradicionales](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16500)  [¿Qué sabéis de las Navidades en España?](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=22152)  [New Year’s Eve in Spain](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17375)  [Discussion toolkit](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=15974) |  |
| Unit 4.1 H  ¿Cambian las costumbres? | Life and customs in Spain (as 4.1G)  Talking about tapas | Learning the preterite of tener and hacer  Spelling changes in the preterite (1) (H text book pg 72) | Talking about photos |  |  |
| Unit 4.2 G  Las fiestas de España - la Tomatina | Understanding what happens in a Spanish festival –la Tomatina | Recognising the imperfect tense  Hay and había (F text book pg 73) | Using past expressions of time  En el pasado / hace dos años / la semana pasado / el año pasado / el mayo pasado /ayer / anoche / anteayer (White box pg 69 F text book) | [La tomatina](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=18455) |  |
| Unit 4.2 F  Las fiestas del mundo hispano | Understanding international (Hispanic world) festivals e.g. Día de los muertos / el carnival de Oruro (Bolivia)  More use of the imperfect | Recognising irregular verbs in the imperfect  Revising numbers (F text book pg 73 +pg 193 for list) | Skim reading for information | [Cuestionario sobre el mundo hispanohablante](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=19716) |  |
| Unit 4.2 H  Las fiestas de España – las fallas | Understanding more about Spanish festivals  Understanding more complicated texts and vocabulary for festivals | Using the preterite and the imperfect together  Spelling changes in the preterite (2) (H text book pg 73) | Using cognates to aid understanding |  |  |
| Speaking exam | Theme 1 : Topic 4 questions  Revision of all four topics so far |  |  |  |  |
|  | Complete role plays and photo cards on page 80-81 green book + red book – peer assess |  |  |  |  |

**Year 10 Unit 5 Theme 2: Local, national, international and global areas of interest**

**Topic 1: Home, town, neighbourhood and region**

| Sub-topic |  | Grammar |  | Teachit resources | Assessment |
| --- | --- | --- | --- | --- | --- |
| Unit 5.1 G  Mi casa | Furniture  Rooms in the house  Describing what the rooms are like and where things are | Using hay, ser and estar  Expressions of quantity (F text book pg 92)  Revision of the position and agreement of adjectives | Expressing opinions | [My son’s bedroom](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17787) |  |
| Unit 5.1 F  ¿Cómo es tu casa? | House/apt -types of house  Location of houses ( en la montaña etc)  left/right / at the end etc  Opinions about your house – making more sophisticated:  Vivo en 🡪 Vivo co mi familia en  Ma casa tiene 🡪 Lo bueno de la casa es que tiene …  No me gusta … 🡪 Lo peor es que  Talking about your own house (F text book pg 87 yellow box) | Using prepositions to say where things are  Further prepositions of place (F text book pg 93) – left/right / at the end etc | Using quantifiers | [‘Where I live’ placemat](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16145)  [Nuevas casas](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17066) |  |
|  | Jobs around the house – briefly |  |  |  |  |
| Unit 5.1 H  Mi casa y mi barrio | Extended Vocabulary to describe a house –  More unusual rooms –  Extension idea: Ideal house + Comparison of ideal and current house | Formulating more complex questions  Using en qué, con quién, a quién in questions | Using different vocabulary to express the same idea (extension of idea introduced in 5.1F) |  |  |
| Unit 5.2 G  ¿Qué se puede hacer donde vives? | Shops and products in those shops  Extension idea :si quieres comprar … se puede ir ….  Giving opinions about where you live – justifying these (using white box F text book pg 89) | Using puedo and se puede  Use estar to say where things are ( F text book pg 92) | Giving reasons to explain an opinion | [Dos ciudades españolas](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=18452)  [My city](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17374)  [In the centre of my city](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17373) |  |
| Unit 5.2 F  Mi ciudad | Describing amenities where you live  Adjectives  Attractions- (iglesia etc) see vocab booklet for full list  Describing the attractions of your town in various tenses (Yellow box F text book pg 91) | Using demonstrative adjectives and pronouns  Revising ir and hacer in present and preterite tenses (F text book pg 93) | Dealing with past, present and future questions |  |  |
| Unit 5.2 H  La ciudad y el campo | Understanding longer texts – wider range of vocab about regions  Advantages and Disadvantages of living in the town and the country | Using possessive pronouns (H text book pg 91)  Using el que, la que, los que, las que + a verb | Using a wider range of connectives (H text book pg 91) |  |  |
| Speaking Exam | Theme 2 : Topic 1 questions |  |  |  |  |

**Year 10 Unit 8 Theme 2: Local, national, international and global areas of interest Topic 4: Travel and Tourism**

| Sub-topic | Language area | Grammar |  | Teachit resources | Assessment |
| --- | --- | --- | --- | --- | --- |
| Destination | (not in text book)  Countries – nationalities (see vocab booklet)  Destinations - |  |  |  |  |
| Unit 8.1 G  ¡Me voy de vacaciones! | Methods of transport + opinions of  Weather  Say where you go  Who with  When  How you get there | Talking about the weather  Weather expressions in the past (F text book pg 134) | Preparing a conversation topic | [Mis vacaciones: writing mat](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=24722)  [Inference grids: holidays](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=22298)  [Four in a row: holidays](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=25731)  [Las vacaciones de Karina](http://www.teachitlanguages.co.uk/?CurrMenu=2972&resource=20571)  [Weather dominoes](http://www.teachitlanguages.co.uk/ks3-spanish-topics?resource=24925) |  |
| Unit 8.1 F  ¿Dónde te alojas? | Holiday accommodation  Types of accommodation and accommodation facilities  Describing accommodation in the past  Talking in detail about a past holiday (F text book pg 129 yellow box) | Using expressions of sequence (antes and después) ( F text book white box pg 128)  Exclamations using the subjunctive (F text book pg 134) | Showing off language you know – stick to what you know – lie if necessary, don’t be funny or weird | [Hotel bingo](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16479) |  |
| Unit 8.1 H  ¿Qué hiciste y qué te gustaría hacer durante las vacaciones? | F: saying what you did on holiday (not using text book, using own resources to supplement)  H: Talking about holiday activities (in 3 tenses)  Cuando era pequeño etc | Revising the use of preterite and imperfect tenses consolidation of preterite and imperfect tenses (see Worksheets: [Holidays: the preterite tense](http://filestore.aqa.org.uk/resources/spanish/AQA-8698-24345-HOL-PRE.PDF), [Holidays: the imperfect tense](http://filestore.aqa.org.uk/resources/spanish/AQA-8698-24601-HOL-IMP.PDF) and [Holidays: the preterite and imperfect tenses](http://filestore.aqa.org.uk/resources/spanish/AQA-8698-24602-HOL-PRE-IMP.PDF))  Further expressions of sequence (antes de haber, después de haber, mientras + imperfect) (H text book pg 134) | Looking out for useful synonyms | [Actividades para las vacaciones](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17065)  [Preterite bingo](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16485) |  |
| Unit 8.2 G  ¿En qué región vives? | Talking about the regions of Spain  Points of the compass  Saying where you were born  Describing regions (tourist regions in Spain) – saying why you like them or not | Using the points of the compass  Adverbs of place (F text book pg 135) | Conveying meaning when translating |  |  |
| Unit 8.2 F  Un folleto turístico | Extension of 8.2G above  Understanding a leaflet or a website describing a holiday destination | Using estar + past participle (F text book pg 133)  Giving opposite views (F text book pg 135)  Comparative - superlative | Learning verbs |  |  |
| Unit 8.2 H  Describiendo tu región | Extension of 8.2F above describing where you live  Talk about how your town / area has changed (for 150wdwriting and for H photo card follow up Qs)  Compare your region with another (H text book pg 133 yellow box) | Using the passive and passive forms with se (H text book pg 133)  Desde hacía + imperfect (H text book pg 135) | Making use of the social and cultural context |  |  |
| Speaking exam | Theme 2 Topic 4 questions |  |  |  |  |

YEAR 11

**Year 11 Unit 6 Theme 2: Local, national, international and global areas of interest Topic 2: Social Issues**

| Sub-topic | Language area | Grammar |  | Teachit resources | Assessment |
| --- | --- | --- | --- | --- | --- |
| Unit 6.1 G  ¿Quieres ser voluntario/a? | Taling about different ways of volunteering  Saying what charity work you want to do (now and in the future) – puedo ayudar /Quiero participar /Espero ayudar / pienso trabajar como voluntario  (F text book yellow box pg 97) | Learning about verbs that are followed by the infinitive  Revising the present tense (F text book pg 104) | Transferring language (e.g. from sport to volunteering) |  |  |
| Unit 6.1 F  Me gustaría ayudar | Continuation of above  (F text book yellow box pg 99) | Using me gustaría  Recognising different tenses (F text book pg 104) | Approaching language in reading texts - techniques |  |  |
| Unit 6.1 H  La importancia de hacer obras benéficas | Learning more about charities and volunteering  Understanding longer texts – talking about volunteering work people do  Si clauses to talk about volunteering (H text book yellow box pg 99)  Extension idea: say whether you think voluntary organisations play a necessary role or not | Using the conditional tense (H text book pg 99)  The formation and use of the gerund (H text book pg 104) | Conversation fillers (H text book pg 99) |  |  |
| Unit 6.2 G  ¿Comes bien? | Revise food items from unit 3.2  Say what you eat and drink and whether it’s good for you  Key phrases e.g.  Llevo una dieta sana / intento comer bien / trato de evitar …  Say what you eat in various circumstances (F text book yellow box pg 101) | Using expressions with *tener ( F text book white box pg 101)*  Expressions *mejor que* and *peor que (F text book pg 105)*  (tener que and poder) | Learning vocabulary | [Sorting foods](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=20534)  [Spanish vocab crunch: health](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=24220)  [Vocab starters: la salud](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=25448)  [Health bingo](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16086)  [Tabú: la salud](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16087)  [Es bueno para la salud](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=25433)  [Un sondeo sobre la salud](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16525) |  |
| Unit 6.2 F  ¿Llevas una vida sana? | Talking about healthy lifestyles - own habits (what you do and what you don’t do)  Key verbs: fumar / drogarse / dormer tomar etc | Using negative words ( F text book pg 103)  Using *deber*, *tener que* and *hay que ( F text book pg 105)* | Listening for different tenses (F text book pg 103) | [El tabaco](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16529)  [¿Conoces a un drogadicto?](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16524) |  |
| Unit 6.2 H  ¿Qué opinas? | More sophisticated opinions about drugs and alcohol - the wider disadvantages and consequences - not just own habits – for 150wd writing and extended answers to H photo card  Discussing opinions related to healthy living (drugs and alcohol) | Learning about the present subjunctive  Revising the imperfect tense (H text book pg 105) | Expressing agreement and disagreement (H text book pg 103) |  |  |

**Year 10 Unit 7 Theme 2: Local, national, international and global areas of interest Topic 3: Global Issues**

| Theme | Language area | Grammar |  | Teachit resources | Assessment |
| --- | --- | --- | --- | --- | --- |
| Unit 7.1 G  Reutilizar, reducir, reciclar | Talking about reusing, reducing and recycling  Saying what you are worried about  Saying what you do to (uso / reutilizo / evito / reciclo/ separp) (F text book pg 115 yellow box) | Using *me preocupa(n)* and similar expressions  Expressions followed by *mucho*, *(un) poco*, etc. (F text book pg 122) | Making use of word families |  |  |
| Unit 7.1 F  Protegiendo el medio ambiente | Extension of 7.1F above  Talking about ways of protecting the environment  Using si clauses to talk about the environment (F text book yellow box pg 117)  Not in text book – revise 3 tenses of key verbs for problems so that pupils can answer the questions in the speaking booklet – | Using ‘if’ sentences (F text book yellow box pg 117)  The pluperfect tense (F text book pg 122) | Using prefixes (F text book pg 117) | [Global issues starter](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=20377)  [El medio ambiente](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=20591)  [Entrevista: el medio ambiente](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=24057)  [Para salvar nuestro planeta](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=25552) |  |
| Unit 7.1 H  Problemas ecológicos | Understanding and discussing environmental problems  Say what problems there are – more sophisticated problems such as deforestation, forest fires, etc  Say which problems you think are the most important (H text book pg 117  Using the superlative to say what the most serious problem is – relate to other social problems if pupils able to (draw on unit 8) | Using modal verbs to express recommendations and obligations  The formation and use of the preterite to describe past events and actions (H text book pg 122) | Making mind maps |  |  |
| Unit 7.2 G  Los necesitados | Key vocabulary for discussing poverty and homelessness  Giving own opinions (using yellow box pg 119) | Using the words *algo* and *alguien*  Third person singular common verbs  Extension: Third person singular irregular verbs (F text book pg 123) | Using exclamations |  |  |
| Unit 7.2 F  Los “sin techo” | Talking about los “sin techo”  Talking about what we should do to combat poverty and homelessness – use the transcript from the listening on F text book pg 121 | Using reflexive constructions such as *se debe*, *se puede* + infinitive  Negative expressions (F text book pg 123) | Spotting positive and negative expressions |  |  |
| Unit 7.2 H  Es importante ayudar a los demás | Extension of 7.2H  Say what we should do to combat various social problems (H text book yellow box pg 121) | Using *me encanta*, *me preocupa*, etc. with the subjunctive (H text book pg 134)  The imperfect subjunctive and its use in ‘if’ clauses (H text book pg 123) | Extending the way you express opinions |  |  |
| Speaking booklet |  |  |  |  |  |

**Year 11 Unit 9+10 Theme 3: Current and Future Study and Employment**

**Topic 1+2: School and Subjects, Life at school and College**

| Sub-topic | Language Area | Grammar |  | Teachit resources | Assessment |
| --- | --- | --- | --- | --- | --- |
| Unit 9.1 G  El instituto y las asignaturas | School subjects  Opinions of subjects  Saying what subjects you are going to do next year (F text book yellow box pg 147) | Revising comparatives and superlatives  Use of *tú* and *usted* (F text book pg 154)  Extension: comparative and superlative in expressing opinions about subjects (see [My studies: making comparisons – Worksheet and Teaching notes](http://filestore.aqa.org.uk/resources/spanish/AQA-8698-24343-SCHOOL-CS.PDF)) | Using the same word with different meanings (F text book pg 146) | [Question and answer starter: school](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=25611)  [Four in a row: school](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=25620)  [Los estudios de Celeste](http://www.teachitlanguages.co.uk/?CurrMenu=2972&resource=20590) |  |
| Unit 9.1 F  ¿Cómo ser un buen estudiante? | Advice for how to do well at school – using the imperative  Writing classroom instructions using the imperative | Using the imperative (H text book pg 155)  Revising the perfect tense (F text book pg 154) | Talking to yourself for practice |  |  |
| Unit 9.1 H  ¿Qué tal el instituto? | H: Talking about school life  Saying what happens during the day  Key vocabulary (recreo etc) – also in 10.1G for classes not suitable for 9.1H | Using the personal a  Desde hace + the present tense (H text book pg 154) | Creating a check list | [El instituto: idiomatic phrases](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=24058) |  |
| Unit 10.1 G  Un día en el instituto | Talking about school and daily routine  Revision of times  School buildings  Complete own timetable  Describe own school and timetable (F text book pg 151 yellow box) | Using quantifiers and intensifiers: mucho, poco, bastante, demasiado  Prepositions (F text book pg 155)  Extension: comparatives and superlatives  Extension: perfect tense revision using regular and common irregular verbs (he hecho mis deberes). (See [Life at school: the perfect tense – Worksheet and Teaching notes](http://filestore.aqa.org.uk/resources/spanish/AQA-8698-24344-SCHOOL-PT.PDF)) | Using the question to help you answer | [La vida escolar](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17984)  [El instituto del futuro](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16977) |  |
| Unit 10.1 F  Las reglas y el uniforme | School rules  School uniform – revision of clothes from Y10  Writing about school rules and giving opinions about them (F text book pg 153 yellow box) | Revising se debe, hay que, tener que  Verbs that take the infinitive (F text book pg 155) | Translating into English | [Nuestra lista de deseos](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17064) |  |
| Unit 10.1 H  Lo bueno y lo malo del instituto | F level: not using text book, using own resources - topic of ideal school  Talking about the good and bad aspects of school  What would you change about school? Ex 3 pg 153 H text book  Extension: If I was the headteacher …  Extension: comparison of school here and abroad | Using debería ser and debería haber  Further usage of the imperative (H text book pg 155) | Looking for clues to time frames | School here and abroad – comparison [Tienes derecho a una educación](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16978) |  |

**Year 11 Unit 11+12 Theme 3: Current and Future Study and Employment**

**Topic 11+12: Education post-16, Jobs, career choices and ambitions**

| Theme | Language Area | Grammar |  | Teachit resources | Assessment |
| --- | --- | --- | --- | --- | --- |
| Unit 11.1 G  ¿Qué voy a hacer? | Talking about 16+ options  Using phrases on F text book pg 158 to give own opinions + F text book pg 159 yellow box  Extension not in text book: gap year– what are the different options? | Revising *si* clauses  Uses of *cuánto (F text book pg 166)* | Learning infinitives with *voy a* |  |  |
| Unit 11.1 F  ¿Trabajar o estudiar? | Talking about 18+ options  whether to go to university or not  ones own strengths and weaknesses (F text book pg 161 yellow box) | Using *lo* and *lo que* + adjective  Using expressions with *tener (F text book pg 166)* | Learning common suffixes |  |  |
| Unit 11.1 H  ¿Vale la pena ir a la universidad? | Extension of 11.1 F – discussing the benefits of Higher Education (for 150wd writing and H photo card follow up Qs)  Using cuando + subjunctive  (H text book pg 161 yellow box)  Giving opinions of friends regarding | Using the present subjunctive after expressions of time  Using the infinitives of reflexive verbs (H text book pg 166) | Making deductions in reading and listening | [La universidad](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=20594) |  |
| Unit 12.1 G  Los trabajos | Vocabulary for jobs – see vocab booklet + page 169  Vocabulary for places of work / conditions of work (full time / outside etc) – not in text book  What job you’d like to do and why – see F text book page 162 ex 1a – adapt the models + F text book yellow box pg 163  Giving more sophisticated opinions | Using quisiera (F text book pg 163)  Other verbs of planning and wanting (F text book pg 167  Extension: comparatives revision | Recognising percentages and fractions | [Starter on jobs](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16736)  [¿Qué te gustaría hacer en el futuro?](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=20549)  [El currículum de los famosos](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=19714)  [Buscando trabajo](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17067) |  |
| Unit 12.1 F  Buscar trabajo | Looking for any applying for jobs  Key vocab to understand a job advert  Saying what your skills are – based on adapting the job adverts in ex 2 pg 164 and own resources / what you like doing - see F text book page 165 yellow box  Not in text book : doing a CV  Work experience – past experience revision – key verbs trabajar / comenzar / terminar / viajar  Answer interview questions – why you want the job etc  Extension: Advantages and disadvantages of different kinds of jobs – revision of comparatives e.g.  ser profesor es más interesante que ser enferma | Using a variety of tenses  Revising adjectives (F text book pg 167) | Learning useful phrases | Work experience [¿Pretérito o imperfecto?](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16587)  [Mi práctica laboral: ¡otra vez!](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=20600) |  |
| Unit 12.1 H  El trabajo ideal | Talk about your ideal job  H: Key phrases from text pg 164  Use for 150wd writing and for H photo card follow up Qs  F level pupils use text for reading practice opportunity – lots of cognates  F level pupils use listening 3b pg 165 as a reading task by using the transcript  F level pupils talk about ideal job using the present tense | Using the present subjunctive in hypothetical situations  Forming and using the past continuous tense (H text book pg 167)  Present tense revision for F level pupils – to describe ideal job – my ideal job is … my ideal job has … | Using advanced language to impress |  |  |
| REvision |  |  |  | [GCSE Spanish reading practice](http://www.teachitlanguages.co.uk/searchresults?resource=20400)  [Revisión gramática GCSE](http://www.teachitlanguages.co.uk/searchresults?resource=16450) |  |

Year 11 – Exam revision - preparation

| Theme | Language Area | Grammar |  | Teachit resources |
| --- | --- | --- | --- | --- |
| Topic revisión |  |  |  |  |
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Differentiation

The grammar progression above might be over-demanding for some students. For each language point and grammar area, you'll need to decide the appropriate scope for each group of students – for example, you might need to be selective about teaching modal verbs (je peux, on peut…) if the full conjugation proves too demanding. Similarly, very able students need to be stretched and challenged. This scheme of work is not prescriptive: it's a programme that you can use to find the level that's right for your students.