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.
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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 GComo es tu familia? | Family membersNumbers for agesPhysical 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 26Reflexive 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 juntosIntroduction 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 HRelaciones con la familia | Describing family relationshipsAdverbs of frequency | Using ser and estar | Using adverbs of frequency |  |  |
| Unit 1.2 GHablo de parejas | Describing people – more adjectivesVocabulary for marriage / life partners – say if you want to get married of notNot in text book:Ideal partner – Foundation= present / Higher = conditionalSay what kind of person would be your partner | Posessive adjectivesUsing 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 FPanes para el futuro | Text book = horoscopes – don’t do Instead teach immediate future and do own resources – opinions about marriage etcVocab for marriage / divorce etcVerbs 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 HLas 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 nationalityUsing direct and indirect objet pronouns togetherPronouns – F text book pg 27 + H text book pg 27 more exercises | Recognising false FriendsPronunciation 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. GComunicarse por internet | Saying what you use the internet for and saying what you preferFamily member vocab/ friends vocabPreferences: me gusta etc + infinitiveUsing uso/veo/chateo/mando/hablo in present tense (yellow box page 31) | Making comparisons with más que and menos queQuestion words – (F text book page 38) | Picking out key words when reading |  |  |
| Unit 2.1. FComo prefieres manenerte en contacto ? (giving opinions about online messaging) | Vocab for online activitiesHe 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 HLas redes sociales : buenas o malas ? (talking about the good and the bad of social media) | Higher : language for debateTodo el mundo sabe que … | Using verbs with prepositionse.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 GEl 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 FLa tecnología portátil (giving opinions about mobile technology) | Vocab for electronic equipment e.g. movil / ordenador / tableta / etcUsing 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 HPodrias vivir sin el movil y la taleta? (talking about mobile technology and overuse) | Soy adictoKey phrases from page 36 textH 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 + infinitiveList of infinitives for activities – e.g tocar / jugar / salir / escuchar etcLeisure activities (the non-sporting type) | Using gustar and encantar (see box page 49)Gustar + plural nouns (F text book pg 60) | Expanding your statementsPorque /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 itFrequencies (F text book blue box pg 51)re-using the same verbs from section above where were used with the infinitiveTypes of TV programme Revision of times – when TV programmes are onTypes 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 HHablando del tiempo libre y de los planes  | Talking about what you do in your free time and what you plan to doAccepting 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 togetherRadical 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 GComer y beber | Shopping for food – Ordering (simple things) in a café - using quieroFood quantitiesFood items for different meals at home - Saying what you normally eat for meals writing about own meals | Learning about radical changing verbs (e-ie) - quererPronouns 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 FVamos a comer fuera | Talking about eating out – food and drink items for a restaurantRegional food specialities – calamares / gambas al ajillo / tortilla / etcOrdering in a restaurant | Forming regular adverbsUsing 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 HUna 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 futureExtending range of two verbs together (H text book pg 61) | Using verbal context in reading |  |  |
| Unit 3.3 G¿Haces deporte? | Sports +leisure activitiesDays of the week and FrequenciesPlaces 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 presentFurther 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 tenseOther sports – the ones you intend to try Si clauses (present + future) | Using the future tenseHacer, haber, salir and tener in the future (F text book pg 61more si clauses (F text book pg58) | Using future time phrasese.g. Mañana / la semana próxima / el año próximo / este viernes |  |  |
| Unit 3.3 HEl deporte en el mundo | Can miss out for F groups - Understanding a text about sport in other places in the worldSaying what the benefits of sport are (text pg 59) – useful for pupils doing 150wd writing | Recognising irregular verbs in the futureY 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 clothesClothes itemsShop languageComplaining and returning itemsdemasiado + adjective |  |  |  |  |
| Speaking exam | Theme 1 : Topic 3 questionsRevision 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 GLa 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. FAlgunas costumbres regionales | Describing a visit / a festival in the preterite tenseFestivals in Spain – see vocab booklet for vocabulary needs to be coveredImagine 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 hacerSpelling changes in the preterite (1) (H text book pg 72) | Talking about photos |  |  |
| Unit 4.2 GLas fiestas de España - la Tomatina | Understanding what happens in a Spanish festival –la Tomatina | Recognising the imperfect tenseHay and había (F text book pg 73) | Using past expressions of timeEn 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 FLas 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 imperfectRevising 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 HLas fiestas de España – las fallas | Understanding more about Spanish festivalsUnderstanding more complicated texts and vocabulary for festivals | Using the preterite and the imperfect togetherSpelling changes in the preterite (2) (H text book pg 73) | Using cognates to aid understanding |  |  |
| Speaking exam | Theme 1 : Topic 4 questionsRevision 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 GMi casa | Furniture Rooms in the houseDescribing what the rooms are like and where things are | Using hay, ser and estarExpressions 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 etcOpinions 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 areFurther 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 HMi 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 questionsUsing 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 shopsExtension 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 puedeUse 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 FMi ciudad | Describing amenities where you liveAdjectivesAttractions- (iglesia etc) see vocab booklet for full listDescribing the attractions of your town in various tenses (Yellow box F text book pg 91) | Using demonstrative adjectives and pronounsRevising ir and hacer in present and preterite tenses (F text book pg 93) | Dealing with past, present and future questions |  |  |
| Unit 5.2 HLa ciudad y el campo | Understanding longer texts – wider range of vocab about regionsAdvantages 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 ofWeatherSay where you goWho withWhenHow you get there | Talking about the weatherWeather 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 facilitiesDescribing accommodation in the pastTalking 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 SpainPoints of the compassSaying where you were bornDescribing regions (tourist regions in Spain) – saying why you like them or not | Using the points of the compassAdverbs of place (F text book pg 135) | Conveying meaning when translating |  |  |
| Unit 8.2 FUn folleto turístico | Extension of 8.2G aboveUnderstanding 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 HDescribiendo tu región | Extension of 8.2F above describing where you liveTalk 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 volunteeringSaying 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 infinitiveRevising the present tense (F text book pg 104) | Transferring language (e.g. from sport to volunteering) |  |  |
| Unit 6.1 FMe gustaría ayudar | Continuation of above(F text book yellow box pg 99) | Using me gustaríaRecognising different tenses (F text book pg 104) | Approaching language in reading texts - techniques |  |  |
| Unit 6.1 HLa importancia de hacer obras benéficas | Learning more about charities and volunteeringUnderstanding longer texts – talking about volunteering work people doSi 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 3.2Say what you eat and drink and whether it’s good for youKey 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 cardDiscussing opinions related to healthy living (drugs and alcohol) | Learning about the present subjunctiveRevising 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 GReutilizar, reducir, reciclar | Talking about reusing, reducing and recyclingSaying what you are worried aboutSaying what you do to (uso / reutilizo / evito / reciclo/ separp) (F text book pg 115 yellow box) | Using *me preocupa(n)* and similar expressionsExpressions followed by *mucho*, *(un) poco*, etc. (F text book pg 122) | Making use of word families |  |  |
| Unit 7.1 FProtegiendo el medio ambiente | Extension of 7.1F aboveTalking 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 HProblemas ecológicos | Understanding and discussing environmental problemsSay what problems there are – more sophisticated problems such as deforestation, forest fires, etcSay 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 obligationsThe formation and use of the preterite to describe past events and actions (H text book pg 122) | Making mind maps |  |  |
| Unit 7.2 GLos necesitados | Key vocabulary for discussing poverty and homelessnessGiving 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 FLos “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* + infinitiveNegative expressions (F text book pg 123) | Spotting positive and negative expressions |  |  |
| Unit 7.2 HEs importante ayudar a los demás | Extension of 7.2HSay 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 GEl instituto y las asignaturas  | School subjectsOpinions of subjectsSaying what subjects you are going to do next year (F text book yellow box pg 147) | Revising comparatives and superlativesUse 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 imperativeWriting 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 lifeSaying what happens during the dayKey vocabulary (recreo etc) – also in 10.1G for classes not suitable for 9.1H | Using the personal aDesde 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 GUn día en el instituto | Talking about school and daily routineRevision of timesSchool buildingsComplete own timetableDescribe own school and timetable (F text book pg 151 yellow box) | Using quantifiers and intensifiers: mucho, poco, bastante, demasiadoPrepositions (F text book pg 155)Extension: comparatives and superlativesExtension: 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 FLas reglas y el uniforme | School rulesSchool uniform – revision of clothes from Y10Writing about school rules and giving opinions about them (F text book pg 153 yellow box) | Revising se debe, hay que, tener queVerbs 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 HLo bueno y lo malo del instituto | F level: not using text book, using own resources - topic of ideal schoolTalking about the good and bad aspects of schoolWhat would you change about school? Ex 3 pg 153 H text bookExtension: If I was the headteacher …Extension: comparison of school here and abroad  | Using debería ser and debería haberFurther 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+ optionsUsing phrases on F text book pg 158 to give own opinions + F text book pg 159 yellow boxExtension not in text book: gap year– what are the different options? | Revising *si* clausesUses 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 notones own strengths and weaknesses (F text book pg 161 yellow box) | Using *lo* and *lo que* + adjectiveUsing 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 timeUsing 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 GLos trabajos  | Vocabulary for jobs – see vocab booklet + page 169Vocabulary for places of work / conditions of work (full time / outside etc) – not in text bookWhat 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 163Giving more sophisticated opinions | Using quisiera (F text book pg 163)Other verbs of planning and wanting (F text book pg 167Extension: 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 FBuscar trabajo  | Looking for any applying for jobsKey vocab to understand a job advertSaying 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 boxNot in text book : doing a CVWork experience – past experience revision – key verbs trabajar / comenzar / terminar / viajarAnswer interview questions – why you want the job etcExtension: 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 tensesRevising 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 HEl trabajo ideal | Talk about your ideal jobH: Key phrases from text pg 164  Use for 150wd writing and for H photo card follow up QsF level pupils use text for reading practice opportunity – lots of cognatesF level pupils use listening 3b pg 165 as a reading task by using the transcriptF level pupils talk about ideal job using the present tense | Using the present subjunctive in hypothetical situationsForming 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.