# KS4 Scheme of work

Introduction

This scheme of work for KS4 offers a two year example route through the new GCSE Spanish 8692 course. It does not assume any prior knowledge of Spanish and can therefore be used for *ab initio* groups. For students with more prior knowledge of Spanish, as well as students looking to continue their language learning past GCSE, additional extension activities can be incorporated.

The scheme of work signposts teachers to the vocabulary that could be taught in every topic. Topics have been organised in a student-friendly way that takes account of learners’ interests and increasing levels of maturity as the course progresses. However, this scheme of work is by no means prescriptive and should be tailored to individual groups of students. In terms of specification coverage, following this scheme of work ensures that the entirety of the vocabulary expected to be learnt by students is covered. There is also a list of ‘general’ words which can be taught across any of the topics. [Vocabulary lists](https://filestore.aqa.org.uk/resources/spanish/AQA-8692-KS4-SOW-VOCAB.DOCX) to accompany each unit are provided separately as editable Word documents.

Care has been taken to allocate different points of grammar to topics where they can be taught naturally and seamlessly. Covering these points of grammar in this scheme of work will mean that there will be full coverage of the prescribed grammar contained in the specification. However, the grammar within the scheme of work should not replace the DfE subject content prescribed list of grammar set out in the specification. It should be used alongside the specification for clarity on the grammar features learners should be familiar with, according to the tier of entry. It should be noted that there are aspects of the required grammar list that apply to Reading only. Please refer to the specification (section 3.2.1.2) for this information.

For every topic, a suggested retrieval list is included which contains a list of the grammar points which have been covered in the course so far. This column aims to serve as an *aide memoire* and to help teachers stay on track of the grammar students have previously encountered at different points of the course. It should also facilitate retrieval of these points of grammar, as it recognised that grammar and key language do not belong to specific topics and can be revisited in any topics. This approach to grammar should help students recognise that language is a system where the learner can create language by using different permutations of the vocabulary and grammar they are learning and adapting this to different contexts and topics. For every topic there is a list of key language that lends itself well to the topic and can support teaching of the suggested grammar points for that unit.

The example schemes of work across the three languages are intentionally not identical in order to demonstrate the flexibility and adaptability of approach. The schemes of work for French, German and Spanish are all editable, to allow you to adapt elements of one or more schemes as you wish to create a scheme of work best suited to your own school/college context.

The suggested schemes of work for KS3 and KS4 across French, German and Spanish have been devised and developed in collaboration with a group of experienced classroom practitioners. We would like to thank our colleague Elena Diaz for developing the Spanish materials and for working with us so closely.

Version 1.0

February 2024

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##

## Unit 1: Identity and relationships with others

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| To describe your nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, and that of others.To describe members of your family or friends in detail. To say what activities you do with others. To describe your friendships with others, giving reasons for getting on/not getting on with people.To describe the qualities of a good friend. To describe the qualities of an ideal partner and give reasons why. To name different types of partnership with advantages and disadvantages. | NumbersMonthsAunque (although, even though)Como (like, as)Mientras (while, whilst)O (or)Para (so that, in order that)Pero (but)Porque (because)Que (that, who)Si (if, whether)Sino (but (rather), except)Y (and) | Ser, tener (present tense)Adjectival phrases (regular adjective agreement, position, uses of *ser* and *estar* and comparison) ArticlesFormation of feminine and plural nounsDemonstrative adjectivesPossessive adjectives Adverbial phrases (phrases, position and comparative structures) Modal verbs (*poder* and *querer* + infinitive) Word order of direct object and indirect object pronounsPrepositions (personal *a*, possession *de*, para + infinitive, sin + infinitive)**Higher tier only**Adjectival phrases (lo + adj, possessive adjectives (mío/a/ os/as, tuyo, suyo, nuestro, vuestro), regular superlative adjectives and irregulares (el mejor, el peor))Adverbial phrases (superlative adverb structures)Prepositions (antes de + infinitive, después de + infinitive, syntax of prepositions in questions)Higher-only pronouns (see specification for full list) | aeiou |

**Unit 1 retrieval opportunities**

No prior knowledge assumed.

## Unit 2: Education and work

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| To give and justify opinions about subjects, homework, school rules, uniform, teachers and exams. To talk about school life and daily routine, including school, clubs and sporting activities. To describe school facilities and how you get to school. To describe your ideal school. To talk about primary school. To talk about post-16 studies: options available, advantages and disadvantages, future intentions and plans.To talk about issues at school. To say what jobs people have and list advantages of disadvantages. To describe what a job entails and places of work.To talk about the personal qualities, qualifications and skills required for a job.To talk about work experience.To discuss a dream job and your personal ambitions. To give opinions about working abroad/using language skills. To discuss unemployment. | Telling the timeLa hora (the time)¿Qué hora es? (what time is it?)A la/las (at)En punto (o’clock)Y cuarto (quarter past)Y media (half past)Menos cuarto (quarter to)De la mañana (in the morning)De la tarde (in the afternoon/evening)Hora (hour)MonthsBastante (quite (+ adjective), quite a lot, enough)Demasiado(s) (too much (many) + noun, too much, too + adjective)Mucho(s) (much, a lot (many))Poco(s) (little, not much (few, not many)) | Subject pronounsPresent tense (regular and irregular verbs like *encontrar*, *pensar*, *pedir*, *poner*, *conocer*, *estar*, *hacer*, *ir*, *ser* and *tener*)Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses)Inflectional (simple) future tense (1st, 2nd and 3rd person singular and irregular verbs *tener*, *hacer*, *poder*, *poner*, *haber*, *querer* and *saber*) Conditional tense (1st, 2nd and 3rd person singular and irregular verbs *tener*, *hacer*, *poder*, *poner*, *haber*, *querer* and *saber*)Word order of direct object pronounsImpersonal verbs (hay, hay que) Present continuous (regular and irregular verbs like *leer* and *pedir*) Periphrastic (near) future tense (ir a + infinitive)Imperfect tense (1st, 2nd and 3rd person singular)Imperfect continuous (1st, 2nd and 3rd person singular)**Higher tier only**Impersonal verbs (parece, basta)Present tense (verbs like *recoger* (j))Inflectional (simple) future tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *saber*, *querer*, *venir*, *decir* and *salir*) | ñ |

**Unit 2 retrieval opportunities**

* Ser, tener (present tense)
* Adjectival phrases (regular adjective agreement, position, uses of *ser* and *estar*, and comparison)
* Articles
* Formation of feminine and plural nouns
* Demonstrative adjectives
* Possessive adjectives
* Adverbial phrases (phrases, position and comparative structures)
* Modal verbs (*poder* and *querer* + infinitive)
* Word order of direct object and indirect object pronouns
* Prepositions (personal *a,* possession *de*, para + infinitive, sin *+* infinitive)

**Higher tier only**

* Adjectival phrases (lo + adj, possessive adjectives (mío/a/os/as, tuyo, suyo, nuestro, vuestro), regular superlative adjectives and irregulares (el mejor, el peor))
* Adverbial phrases (superlative adverb structures)
* Prepositions (antes de + infinitive, después de + infinitive, syntax of prepositions in questions)
* Higher-only pronouns (see subject content list)

## Unit 3: Healthy living and lifestyle

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| To describe your level of fitness. To talk about your fitness and health routine. To describe your diet and preferences for food and drink. To say what makes a good or a bad diet. To discuss how to achieve good physical and mental well-being. To give reasons for staying healthy and consequences of not staying healthy. To talk about healthy and unhealthy habits (fast-food, cooking, smoking/vaping, drugs, alcohol, etc) including consequences.To talk about illness and injuries.To say what your lifestyle was like in the past and your future intentions. | (No) ni… (ni)… (nor, or (after negative verb) neither...nor…)No (no, not)Nunca, (no) nunca (never)Jamás (never)Hace falta + (infinitive) (it's necessary (+ verb))Hay que (you must (general), one must)Deber ((to) have to, must | having to) | Word order of singular reflexive pronouns in one and two verb constructions (me, te, se) Neuter demonstrative pronouns (esto, eso)Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno) Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs *ser,* *ir* and *ver*)Impersonal verbs (se puede, se necesita) Modal verbs (*deber* and *tener* *que* + infinitive)**Higher tier only**Impersonal verbs (falta, hace falta, vale la pena)Reflexive use of plural forms of pronouns (nos, os, se)Negatives (ya no, (no) tampoco, (no)…ni…, (no) ni…ni…)Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *ser*, *ir* and *ver*) | -r- -r rr r- word initial r- -r- following consonants n, l or s |

**Unit 3 retrieval opportunities**

* Ser, tener (present tense)
* Adjectival phrases (regular adjective agreement, position, uses of *ser* and *estar*, and comparison)
* Articles
* Formation of feminine and plural nouns
* Demonstrative adjectives
* Possessive adjectives
* Adverbial phrases (phrases, position and comparative structures)
* Modal verbs (*poder* and *querer* + infinitive)
* Word order of direct object and indirect object pronouns
* Prepositions (personal *a,* possession *de*, para + infinitive, sin +infinitive)
* Subject pronouns
* Present tense (regular and irregular verbs like *encontrar*, *pensar*, *pedir*, *poner*, *conocer*, *estar*, *hacer*, *ir*, *ser* and *tener*)
* Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses)
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and irregular verbs *tener*, *hacer*, *poder*, *poner*, *haber*, *querer* and *saber*)
* Conditional tense (1st, 2nd and 3rd person singular and irregular verbs *tener*, *hacer*, *poder*, *poner*, *haber*, *querer* and *saber*)
* Impersonal verbs (hay, hay que)
* Present continuous (regular and irregular verbs like *leer* and *pedir*)
* Periphrastic (near) future tense (*ir a* + infinitive)
* Imperfect tense (1st, 2nd and 3rd person singular)
* Imperfect continuous (1st, 2nd and 3rd person singular)

**Higher tier only**

* Adjectival phrases (lo + adj, possessive adjectives (mío/a/os/as, tuyo, suyo, nuestro, vuestro), regular superlative adjectives and irregulares (el mejor, el peor))
* Adverbial phrases (superlative adverb structures)
* Prepositions (antes de + infinitive, después de + infinitive, syntax of prepositions in questions)
* Pronouns (see subject content list)
* Impersonal verbs (parece, basta)
* Present tense (verbs like *recoger* (j))
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *saber, querer, venir, decir* and *salir*)

**Unit 4: Free time activities**

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| To say what free-time activities I like and dislike and why. To give opinions about types of sport, advantages and disadvantages watching/participating. To say what is required in order to carry out these activities. To say who I do them with. To say where I go to do these activities. To say what I wear for these activities. To say what I did in the past and what my future intentions are. To talk about sporting events and favourite sports personalities/teams.To talk about film and television. To give reviews and opinions. To say what film or programme is your favourite and who your favourite stars are. To say where you watch these and to give advantages and disadvantages of watching in that way. To discuss reading habits. To say what music you like and how you like to listen to it. To talk about concerts, favourite artists and musical activities that you like to attend. To discuss food and drink preferences, eg fast-food, eating with friends, eating in different places and when, eg special occasions.To discuss shopping habits and preferences, including favourite shop/location.  | Ahora (now, these days)Siempre (always, forever)Nunca, (no) nunca (never)Todavía (still, yet)Ayer (yesterday)Jamás (never)Mañana (tomorrow)Actualmente (now, at present, currently)Normalmente (normally) | Stem changing irregular verbsInfinitive used as a nounPreterite tense (regular and irregular verbs *ir*, *ser* and *dar*, and modal verbs *deber* and *saber*)Irregular preterite stems (*tener, poder, hacer, venir, estar, poner, querer, decir* and *traer*) Syntax of *interesar*-type verbs**Higher tier only**Preterite tense (verbs with spelling changes eg *leí – leyó*). | ga goguge gi gue gui j |

**Unit 4 retrieval opportunities**

* Ser, tener (present tense)
* Adjectival phrases (regular adjective agreement, position, uses of *ser* and estar, and comparison)
* Articles
* Formation of feminine and plural nouns
* Demonstrative adjectives
* Possessive adjectives
* Adverbial phrases (phrases, position and comparative structures)
* Modal verbs (*poder, querer, deber* and *tener que* + infinitive)
* Word order of direct object and indirect object pronouns
* Prepositions (personal *a,* possession *de*, para + infinitive, sin +infinitive)
* Subject pronouns
* Present tense (regular and irregular verbs like *encontrar, pensar, pedir, poner, conocer, estar, hacer, ir, ser* and *tener*)
* Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses)
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and irregular verbs *tener*, *hacer*, *poder*, *poner*, *haber*, *querer* and *saber*)
* Conditional tense (1st, 2nd and 3rd person singular and irregular verbs *tener*, *hacer*, *poder*, *poner*, *haber*, *querer* and *saber*)
* Indefinite adjectives
* Impersonal verbs (hay, hay que, se puede, se necesita)
* Present continuous (regular and irregular verbs like *leer* and *pedir*)
* Periphrastic (near) future tense (*ir a* + infinitive)
* Imperfect continuous (1st, 2nd and 3rd person singular)
* Word order of singular reflexive pronouns in one- and two-verb constructions (me, te, se)
* Neuter demonstrative pronouns (esto, eso)
* Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno)
* Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs *ser*, *ir* and *ver*)

**Higher tier only**

* Adjectival phrases (lo + adj, possessive adjectives (mío/a/os/as, tuyo, suyo, nuestro, vuestro), regular superlative adjectives and irregulares (el mejor, el peor))
* Prepositions (antes de + infinitive, después de + infinitive, syntax of prepositions in questions)
* Pronouns, including reflexive use of plural forms of pronouns (nos, os, se) (see subject content list)
* Impersonal verbs (parece, basta, falta, hace falta, vale la pena)
* Present tense (verbs like *recoger* (j))
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *saber, querer, venir, decir* and *salir*)
* Negatives (ya no, (no) tampoco, (no)…ni…, (no) ni…ni…)
* Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *ser*, *ir* and *ver*)

## Unit 5: Customs, festivals and celebrations

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| To describe festivals in the UK and in the target language-speaking countries/communities and give your opinion about them.To describe customs and say what you do on celebrations at home and elsewhere (eg birthdays, parties, weddings, etc).To say how you prefer to celebrate these. To say what food is consumed on special occasions and at celebrations.To talk about a special day in the past. | Time expressions Me gusta (I like)No me gusta (I don't like)Me encanta (I love)Odio (I hate)Prefiero (I prefer) | Indirect object pronouns (le doy, quiero darle)Interrogative pronounsMulti-word complex fixed phrases (quisiera + infinitive, me/te/le gustaría + infinitive)Interrogatives**Higher tier only**Passive voice in all required tenses (ser + past participle + por; se + 3rd person singular or plural) | ca co cu cu + vowel  |

**Unit 5 retrieval opportunities**

* Ser, tener (present tense)
* Adjectival phrases (regular adjective agreement, position, uses of *ser* and *estar*, and comparison)
* Articles
* Formation of feminine and plural nouns
* Demonstrative adjectives
* Possessive adjectives
* Adverbial phrases (phrases, position and comparative structures)
* Modals verbs (*poder, querer, deber* and *tener que* + infinitive)
* Word order of direct object and indirect object pronouns
* Prepositions (personal *a,* possession *de*, para + infinitive, sin +infinitive)
* Subject pronouns
* Present tense (regular and irregular verbs like *encontrar, pensar, pedir, poner, conocer, estar, hacer, ir, ser* and *tener*)
* Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses)
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and irregular verbs *tener*, *hacer*, *poder*, *poner*, *haber*, *querer* and *saber*)
* Conditional tense (1st, 2nd and 3rd person singular and irregular verbs *tener*, *hacer*, *poder*, *poner*, *haber*, *querer* and *saber*)
* Indefinite adjectives
* Impersonal verbs (hay, hay que, se puede, se necesita)
* Present continuous (regular and irregular verbs like *leer* and *pedir*)
* Periphrastic future (near) future tense (*ir a* + infinitive)
* Imperfect continuous (1st, 2nd and 3rd person singular)
* Word order of singular reflexive pronouns in one- and two-verb constructions (me, te, se)
* Neuter demonstrative pronouns (esto, eso)
* Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno)
* Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs *ser*, *ir* and *ver*)
* Stem changing irregular verbs
* Infinitive used as a noun
* Preterite tense (regular and irregular verbs *ir*, *ser* and *dar*, and modal verbs *deber* and *saber*)
* Irregular preterite stems (*tener*, *poder*, *hacer*, *venir*, *estar*, *poner*, *querer*, *decir* and *traer*)
* Syntax of *interesar*-type verbs

**Higher tier only**

* Adjectival phrases (lo + adj, possessive adjectives (mío/a/os/as, tuyo, suyo, nuestro, vuestro), regular superlative adjectives and irregulares (el mejor, el peor))
* Adverbial phrases (superlative adverb structures)
* Prepositions (antes de + infinitive, después de + infinitive, syntax of prepositions in questions)
* Pronouns, including reflexive use of plural forms of pronouns (nos, os, se) (see subject content list)
* Impersonal verbs (parece, basta, falta, hace falta, vale la pena)
* Present tense (verbs like *recoger* (j))
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *saber, querer, venir, decir* and *salir*)
* Negatives (ya no, (no) tampoco, (no)…ni…, (no) ni…ni…)
* Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *ser*, *ir* and *ver*)
* Preterite tense (verbs with spelling changes eg *leí – leyó*)

## Unit 6: Celebrity culture

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| To talk about and describe celebrities/famous people that you know. To talk about why they are famous, their achievements and lifestyle. To talk about celebrity magazines/articles/reviews, podcasts, social media, reality TV involving famous people and influencers, and give your opinions about it.To give your opinion about their activities and to discuss their influence on young people and wider society.To describe events involving famous people eg sport, music, film, TV, fashion, culture and technology. | Más (…que) (adj/adv + -er (...than), more (…than))Más de (+ num) (more than (+ num))Menos (…que) (less (…than), fewer (…than))Menos de (+ num) (fewer than (+ num))Mejor (better)Peor (worse) | Use of the relative pronoun *que* in subject relative clauses Modal verbs (saber + infinitive)**Higher tier only**Multi-verb expressions (seguir + present participle and llevar + time period + present participle) | ch |

**Unit 6 retrieval opportunities**

* Ser, tener (present tense)
* Adjectival phrases (regular adjective agreement, position, uses of *ser* and *estar*, and comparison)
* Articles
* Formation of feminine and plural nouns
* Demonstrative adjectives
* Possessive adjectives
* Adverbial phrases (phrases, position and comparative structures)
* Modals verbs (*poder, querer, deber* and *tener que* + infinitive)
* Word order of direct object and indirect object pronouns
* Prepositions (personal *a,* possession *de*, para + infinitive, sin +infinitive)
* Subject pronouns
* Present tense (regular and irregular verbs like *encontrar*, *pensar*, *pedir, poner, conocer, estar, hacer, ir, ser* and *tener*)
* Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses)
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and irregular verbs *tener*, *hacer*, *poder*, *poner*, *haber*, *querer* and *saber*)
* Conditional tense (1st, 2nd and 3rd person singular and irregular verbs *tener*, *hacer*, *poder*, *poner*, *haber*, *querer* and *saber*)
* Indefinite adjectives
* Impersonal verbs (hay, hay que, se puede, se necesita)
* Present continuous (regular and irregular verbs like *leer* and *pedir*)
* Periphrastic (near) future tense (*ir a* + infinitive)
* Imperfect continuous (1st, 2nd and 3rd person singular)
* Word order of singular reflexive pronouns in one- and two-verb constructions (me, te, se)
* Neuter demonstrative pronouns (esto, eso)
* Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno)
* Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs *ser*, *ir* and *ver*)
* Stem changing irregular verbs
* Infinitive used as a noun
* Preterite tense (regular and irregular verbs *ir*, *ser* and *dar*, and modal verbs *deber* and *saber*)
* Irregular preterite stems (*tener*, *poder*, *hacer*, *venir*, *estar*, *poner*, *querer*, *decir* and *traer*)
* Syntax of *interesar* – type verbs
* Indirect object pronouns (le doy, quiero darle)
* Interrogative pronouns
* Multi-word complex fixed phrases (quisiera + infinitive, me/te/le gustaría + infinitive)
* Interrogatives

**Higher tier only**

* Adjectival phrases (lo + adj, possessive adjectives (mío/a/os/as, tuyo, suyo, nuestro, vuestro), regular superlative adjectives and irregulares (el mejor, el peor))
* Adverbial phrases (superlative adverb structures)
* Prepositions (antes de + infinitive, después de + infinitive, syntax of prepositions in questions)
* Pronouns, including reflexive use of plural forms of pronouns (nos, os, se) (see subject content list)
* Impersonal verbs (parece, basta, falta, hace falta, vale la pena)
* Present tense (verbs like *recoger* (j))
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *saber, querer, venir, decir* and *salir*)
* Negatives (ya no, (no) tampoco, (no)…ni…, (no) ni…ni…)
* Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *ser*, *ir* and *ver*)
* Preterite tense (verbs with spelling changes eg *leí – leyó*)
* Passive voice in all required tenses (ser + past participle + por; se + 3rd person singular or plural)

## Unit 7: Media and technology

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| To say how you use the internet, how often, your preferences, and to list advantages and disadvantages. To say what social media apps or platforms you use, how often, and what you think are the advantages and disadvantages. To say what mobile phone technology you use (computers, phones, tablets and other devices), why you use it, and their advantages and disadvantages. To give your opinions about the importance of technology to young people and society. | (No) ni…(ni)… (nor, or (after negative verb) neither…nor…)No (no, not)Nunca, (no) nunca (never)Jamás (never)Ahora (now, these days)Siempre (always, forever)Actualmente (now, at present, currently)Normalmente (normally) | Para + infinitivePosition of adverbs of time, manner and placeComparative structures (regular forms *más…que/de*, *menos…que/de*, *tan…como* and irregular forms *mejor* and *peor*) | v |

**Unit 7 retrieval opportunities**

* Ser, tener (present tense)
* Adjectival phrases (regular adjective agreement, position, uses of *ser* and *estar*, and comparison)
* Articles
* Formation of feminine and plural nouns
* Demonstrative adjectives
* Possessive adjectives
* Adverbial phrases (phrases, position and comparative structures)
* Modals verbs (*poder, querer, deber, tener que* and *saber* + infinitive)
* Word order of direct object and indirect object pronouns
* Prepositions (personal *a,* possession *de*, para + infinitive, sin +infinitive)
* Subject pronouns
* Present tense (regular and irregular verbs like *encontrar, pensar, pedir, poner, conocer, estar, hacer, ir, ser* and *tener*)
* Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses)
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and irregular verbs *tener*, *hacer*, *poder*, *poner*, *haber*, *querer* and *saber*)
* Conditional tense (1st, 2nd and 3rd person singular and irregular verbs *tener*, *hacer*, *poder*, *poner*, *haber*, *querer* and *saber*)
* Indefinite adjectives
* Impersonal verbs (hay, hay que, se puede, se necesita)
* Present continuous (regular and irregular verbs like *leer* and *pedir*)
* Periphrastic (near) future tense (*ir a* + infinitive)
* Imperfect continuous (1st, 2nd and 3rd person singular)
* Word order of singular reflexive pronouns in one- and two-verb constructions (me, te, se)
* Neuter demonstrative pronouns (esto, eso)
* Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno.)
* Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs *ser*, *ir* and *ver*)
* Stem changing irregular verbs
* Infinitive used as a noun
* Preterite tense (regular and irregular verbs *ir*, *ser* and *dar*, and modal verbs *deber* and *saber*)
* Irregular preterite stems (*tener*, *poder*, *hacer*, *venir*, *estar*, *poner*, *querer*, *decir* and *traer*)
* Syntax of *interesar* – type verbs
* Indirect object pronouns (le doy, quiero darle)
* Interrogative pronouns
* Multi-word complex fixed phrases (quisiera + infinitive, me/te/le gustaría + infinitive)
* Interrogatives
* Use of the relative pronoun *que* in subject relative clauses

**Higher tier only**

* Adjectival phrases (lo + adj, possessive adjectives (mío/a/os/as, tuyo, suyo, nuestro, vuestro), regular superlative adjectives and irregulares (el mejor, el peor))
* Adverbial phrases (superlative adverb structures)
* Prepositions (antes de + infinitive, después de + infinitive, syntax of prepositions in questions)
* Pronouns, including reflexive use of plural forms of pronouns (nos, os, se) (see subject content list)
* Impersonal verbs (parece, basta, falta, hace falta, vale la pena)
* Present tense (verbs like *recoger* (j))
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *saber, querer, venir, decir* and *salir*)
* Negatives (ya no, (no) tampoco, (no)…ni…, (no) ni…ni…)
* Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *ser*, *ir* and *ver*)
* Preterite tense (verbs with spelling changes eg *leí – leyó*)
* Passive voice in all required tenses (ser + past participle + por; se + 3rd person singular or plural)
* Multi-verb expressions (seguir + present participle and llevar + time period + present participle)

## Unit 8: The environment and where people live

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| To describe your local area and say what there is. To say what you can do and see in your area.To give opinions of local facilities and to list advantages and disadvantages. To describe your ideal area. To describe your home and your ideal home. To say where you would like to live in the future and why. To talk about local environmental issues. To say what you do/did/will do to help protect the environment. To discuss and give opinions about global environmental issues (climate change, environmental damage, etc). | Quisiera/me gustaría + infinitiveVoy a/vamos a + infinitiveHay que/tengo que/tenemos que + infinitive | Periphrastic (near) future tense (ir a + infinitive)Use of the pronouns *alguno* and *ninguno*, including their inflected forms for genderImperative (affirmative, 2nd singular only and irregular *tú* commands)Demonstrative adjectives (*este*, *esta*, *ese*, *esa*, and irregular plural forms (estos, esos) and regular plurals (estas, esas))Present perfect (regular and irregular)**Higher tier only** Conditional tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *saber*, *querer*, *venir*, *decir*, *salir*)Impersonal verbs (parece, basta, falta, hace falta, vale la pena)Multi-verb expressions (acabar de + infinitive, seguir + present participle, llevar + time period + present participle)Imperative (affirmative, 2nd person plural)Demonstrative adjectives (*aquel* with agreement for gender and number)Present tense with *desde hace* | cecizquequi |

**Unit 8 retrieval opportunities**

* Ser, tener (present tense)
* Adjectival phrases (regular adjective agreement, position, uses of *ser* and estar, and comparison)
* Articles
* Formation of feminine and plural nouns
* Demonstrative adjectives
* Possessive adjectives
* Adverbial phrases (phrases, position and comparative structures)
* Modals verbs (*poder, querer, deber, tener que* and *saber* + infinitive)
* Word order of direct object and indirect object pronouns
* Prepositions (personal *a,* possession *de*, para + infinitive, sin +infinitive)
* Subject pronouns
* Present tense (regular and irregular verbs like *encontrar, pensar, pedir, poner, conocer, estar, hacer, ir, ser* and *tener*)
* Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses)
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and irregular verbs *tener, hacer, poder, poner, haber, querer* and *saber*)
* Conditional tense (1st, 2nd and 3rd person singular and irregular verbs *tener, hacer, poder, poner, haber, querer* and *saber*)
* Indefinite adjectives
* Impersonal verbs (hay, hay que, se puede, se necesita)
* Present continuous (regular and irregular verbs like *leer* and *pedir*)
* Periphrastic (near) future tense (*ir a* + infinitive)
* Imperfect continuous (1st, 2nd and 3rd person singular)
* Word order of singular reflexive pronouns in one- and two-verb constructions (me, te, se)
* Neuter demonstrative pronouns (esto, eso)
* Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno.)
* Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs *ser*, *ir* and *ver*)
* Stem changing irregular verbs
* Infinitive used as a noun
* Preterite tense (regular and irregular verbs *ir*, *ser* and *dar*, and modal verbs *deber* and *saber*)
* Irregular preterite stems (*tener*, *poder*, *hacer*, *venir*, *estar*, *poner*, *querer*, *decir* and *traer*)
* Syntax of *interesar*-type verbs
* Indirect object pronouns (le doy, quiero darle)
* Interrogative pronouns
* Multi-word complex fixed phrases (quisiera + infinitive, me/te/le gustaría + infinitive)
* Interrogatives
* Use of the relative pronoun *que* in subject relative clauses
* Para + infinitive
* Position of adverbs of time, manner and place
* Comparative structures (regular forms *más…que/de, menos…que/de, tan…como* and irregular forms *mejor* and *peor*)

**Higher tier only**

* Adjectival phrases (lo + adj, possessive adjectives (mío/a/os/as, tuyo, suyo, nuestro, vuestro), regular superlative adjectives and irregulares (el mejor, el peor))
* Adverbial phrases (superlative adverb structures)
* Prepositions (antes de + infinitive, después de + infinitive, syntax of prepositions in questions)
* Pronouns, including reflexive use of plural forms of pronouns (nos, os, se) (see subject content list)
* Impersonal verbs (parece, basta, falta, hace falta, vale la pena)
* Present tense (verbs like *recoger* (j))
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *saber, querer, venir, decir* and *salir*)
* Negatives (ya no, (no) tampoco, (no)…ni…, (no) ni…ni…)
* Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *ser*, *ir* and *ver*)
* Preterite tense (verbs with spelling changes eg *leí – leyó*)
* Passive voice in all required tenses (ser + past participle + por; se + 3rd person singular or plural)
* Multi-verb expressions (seguir + present participle and llevar + time period + present participle)

## Unit 9: Travel and tourism, including places of interest

| Intent | Key language | Grammar | Phonics |
| --- | --- | --- | --- |
| To talk about travel: means of transport, descriptions and preferences with advantages and disadvantages.To talk about the weather. To describe holiday time activities (while away on holiday or at home) and give opinions. To describe holiday destinations in the present, past and future. To say whether holidays are important and why. To describe an ideal holiday. To list and describe places of interest, locally and elsewhere and give opinions about them. **NB: This unit can also be taught in the context of school holidays and school holiday activities, including what students do during the school holidays at home. Alternatively learning can focus on ideal holidays eg ideal locations, activities and accommodation.** | Primero/a (first (m/f)) Luego (then, later)Después (after, afterwards)Finalmente (finally, at last) | Preterite tense (regular and irregular)Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs *ser*, *ir* and *ver*)Imperfect continuous (1st, 2nd and 3rd person singular)Impersonal (hace + noun)**Higher tier only**Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *ser*, *ir* and *ver*)Imperfect continuous (1st, 2nd and 3rd person singular and plural)Subjunctive mood (present singular of five irregular verbs *hacer*, *ser*, *ir*, *venir* and *tener*) | ll |

**Unit 9 retrieval opportunities**

* Ser, tener (present tense)
* Adjectival phrases (regular adjective agreement, position, uses of *ser* and estar, and comparison)
* Articles
* Formation of feminine and plural nouns
* Demonstrative adjectives
* Possessive adjectives
* Adverbial phrases (phrases, position and comparative structures.)
* Modals verbs (*poder, querer, deber, tener que* and *saber* + infinitive)
* Word order of direct object and indirect object pronouns
* Prepositions (personal *a,* possession *de*, para + infinitive, sin +infinitive)
* Subject pronouns
* Present tense (regular and irregular verbs like *encontrar, pensar, pedir, poner, conocer, estar, hacer, ir, ser* and *tener*)
* Reflexive verbs (1st, 2nd and 3rd person singular, in all required tenses)
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and irregular verbs *tener, hacer, poder, poner, haber, querer* and *saber*)
* Conditional tense (1st, 2nd and 3rd person singular and irregular verbs *tener, hacer, poder, poner, haber, querer* and *saber*)
* Indefinite adjectives
* Impersonal verbs (hay, hay que, se puede, se necesita)
* Present continuous (regular and irregular verbs like *leer* and *pedir*)
* Periphrastic (near) future tense (*ir a* + infinitive)
* Imperfect continuous (1st, 2nd and 3rd person singular)
* Word order of singular reflexive pronouns in one- and two-verb constructions (me, te, se)
* Neuter demonstrative pronouns (esto, eso)
* Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno.)
* Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs *ser*, *ir* and *ver*)
* Stem changing irregular verbs
* Infinitive used as a noun
* Preterite tense (regular and irregular verbs *ir*, *ser* and *dar*, and modal verbs *deber* and *saber*)
* Irregular preterite stems (*tener*, *poder*, *hacer*, *venir*, *estar*, *poner*, *querer*, *decir* and *traer*)
* Syntax of *interesar* – type verbs
* Indirect object pronouns (le doy, quiero darle)
* Interrogative pronouns
* Multi-word complex fixed phrases (quisiera + infinitive, me/te/le gustaría + infinitive)
* Interrogatives
* Use of the relative pronoun *que* in subject relative clauses
* Para + infinitives
* Position of adverbs of time, manner and place
* Comparative structures (regular forms *más…que/de, menos…que/de, tan…como* and irregular forms *mejor* and *peor*)
* Periphrastic future (*ir a* + infinitive)
* Use of the pronouns *alguno* and *ninguno*, including their inflected forms for gender
* Imperative (affirmative, 2nd singular only and irregular *tú* commands)
* Demonstrative adjectives (*este, esta, ese, esa*, and irregular plural forms (estos, esos) and regular plurals (estas, esas))
* Impersonal verbs (parece, basta, falta, hace falta, vale la pena, Higher only.)
* Present perfect (regular and irregular)

**Higher tier only**

* Adjectival phrases (lo + adj, possessive adjectives (mío/a/os/as, tuyo, suyo, nuestro, vuestro), regular superlative adjectives and irregulares (el mejor, el peor))
* Adverbial phrases (superlative adverb structures)
* Prepositions (antes de + infinitive, después de + infinitive, syntax of prepositions in questions)
* Pronouns, including reflexive use of plural forms of pronouns (nos, os, se) (see subject content list)
* Impersonal verbs (parece, basta, falta, hace falta, vale la pena)
* Present tense (verbs like *recoger* (j))
* Inflectional (simple) future tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *saber, querer, venir, decir* and *salir*)
* Negatives (ya no, (no) tampoco, (no)…ni…, (no) ni…ni…)
* Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *ser*, *ir* and *ver*)
* Preterite tense (verbs with spelling changes eg *leí – leyó*)
* Passive voice in all required tenses (ser + past participle + por; se + 3rd person singular or plural)
* Conditional tense (1st, 2nd and 3rd person singular and plural, and irregular verbs *saber, querer, venir, decir, salir*)
* Multi-verb expressions (acabar de + infinitive, seguir + present participle, llevar + time period + present participle)
* Imperative (affirmative, 2nd person plural)
* Present tense with *desde hace*