

Scheme of work (2 years)

The scheme is intended for students for whom the key stage 3 (KS3) course comprises two years.

The starting point is from a limited knowledge and experience of primary Spanish. For those with no prior knowledge, revision of basic vocabulary and structures can be built into early units of work. For those with much more primary Spanish experience, extension activities could be used.

The scheme is based upon a suggested time allocation of three hours per week.

Year 1

Unit 1: Relationships, family and friends

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| Content | Grammar | Literacy/language | Culture |
| Meeting  Greeting  Dates  Ages  Birthdays  Classroom objects and instructions  Family members  Pets  Descriptions (physical and personality)  Opinions  Numbers (1–100) | Asking questions  Imperatives  Adjectives  Regular verbs (-ar, -er, -ir)  Key irregular verbs (tener, ser, estar, ir, hacer)  Ser/estar with adjectives  Subject pronouns  Gender  Articles  Use of a and de + definite article  Negatives  Possessive adjectives | Recognising cognates and near cognates  False friends  Connectives  Intensifiers  Adverbs | Polite and familiar forms of verbs  Facts about Spain |

Unit 2: Where I live

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| Content | Grammar | Literacy/language | Culture |
| Countries  Nationalities  House and home including descriptions, rooms  Daily routine  Household chores | Irregular adjectives (including nationalities)  More irregular verbs in the present tense  Likes and dislikes followed by an infinitive | Dictionary skills  Sound patterns (eg alphabet), some pronunciation rules | Spanish-speaking countries in Latin America |

Unit 3: Education

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| Content | Grammar | Literacy/language | Culture |
| Description of school including facilities  School subjects and opinions  Teachers  School routine (times)  Uniform  School rules | Giving reasons (including connectives, porque, ya que, puesto que)  Adverbs of frequency  Reflexive verbs  Telling the time | Learning vocabulary  Language learning strategies | Differences in education systems between Spain, UK and other Spanish-speaking countries |

Unit 4: Future plans

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| Content | Grammar | Literacy/language | Culture |
| Future education plans (Key Stage 4 and beyond)  Future life plans  Where to live  Family plans  Future job intentions | Radical-changing verbs  Use of me gustaría/quisiera  + infinitive  Immediate future tense (ir a + infinitive) | Memorisation techniques | Differences in jobs in different countries  Working times |

Unit 5: Holidays

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| Content | Grammar | Literacy/language | Culture |
| Countries and languages  Weather  Past holiday destinations  Holiday experiences  Regions and sightseeing  Future holiday plans  Accommodation | Immediate future revision  Future tense of regular verbs and key irregular verbs  Preterite tense of regular verbs (-ar, -er, -ir) and irregular verbs ir and hacer | Asking questions  Reading longer texts | Spanish holiday destinations  Spanish conventions including eating times |

Unit 6: Travel

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| Content | Grammar | Literacy/language | Culture |
| Means of transport  Places in a town and directions  Travel arrangements and preferences | Extended justifications and reasons for opinions  Numbers 100–1000000  Ordinal numbers primero, segundo, tercero, cuarto  Imperatives  Modal verbs with infinitive (deber, poder, tener que) | Advanced dictionary skills  Pronunciation (erre, jota)  Spanish accentuation rules | Greeting people in Spain  Popular holiday destinations in South America |

Year 2

Unit 7: Sports

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| Content | Grammar | Literacy/language | Culture |
| Sports and games with opinions  Past and future sporting events  Famous Spanish sports people | Jugar/hacer/practicar and sports  Prepositions  Adverbs of place  Revision of preterite  Imperfect tense | Language learning strategies including identifying gender of words | Famous Spanish and South American sportsmen and women  Vuelta a España  El Clásico |

Unit 8: Hobbies

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| Content | Grammar | Literacy/language | Culture |
| TV programmes  Films and opinions  Leisure time with friends  Past and future hobbies  Invitations  Excuses | Tocar + musical instruments  Revision of preterite tense  Revision of imperfect tense  Conditional tense  Personal a | More complex sentence construction including the use of adjectives, adverbs, connectives and intensifiers to increase complexity | Famous Spanish and Latin American musicians/singers |

Unit 9: Health

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| Content | Grammar | Literacy/language | Culture |
| Parts of the body  Illnesses and injuries  Visiting a doctor/pharmacy  Seeking and understanding medical help | Revision of adjectives  Perfect tense of regular verbs and some irregulars (romper, ver, poner, decir) | Listening skills – detail and gist  Extended conversations | Emergency procedures  Differences in visiting a doctor in Spain |

Unit 10: Fitness/healthy lifestyle

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| Content | Grammar | Literacy/language | Culture |
| Healthy lifestyles  Avoiding obesity  Active living  Diet | Hay que/se debe/se debería + infinitive  Revision of the future tense  Si clauses: present and future tenses | Extended conversations  Comprehension of longer texts with different tenses | Fiestas in Spain and South America, for example: San Fermín, la Tomatina, Las Fallas, La Feria de Sevilla, Semana Santa, Día de los Muertos |

Unit 11: Food and drink

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| Content | Grammar | Literacy/language | Culture |
| Items of food and drink  Different courses when eating out  Meals and mealtimes  Food preferences and opinions  Shopping for food and drink  Amounts, weights, prices  Eating out  Former and future eating habits | Revision of negatives  Revision of the imperfect tense  Revision of the conditional tense | Drafting and redrafting written work | Spanish eating habits |

Unit 12: Revision

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| Content | Grammar | Literacy/language | Culture |
| Revision of all topics covered in units 1–11 | Revision of all grammar but concentrating on verb tenses, connectives, adjectives, adverbs and opinions with justifications to prepare for study at GCSE (Key Stage 4) | Reading  Listening  Speaking  Writing | Spain and Spanish – speaking countries – differences in cultural outlooks |