

Scheme of work (3 years)

The scheme is intended for students for whom the key stage 3 (KS3) course comprises three 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 |
| MeetingGreetingDatesAgesBirthdaysClassroom objects and instructionsFamily membersPetsDescriptions (physical and personality)OpinionsNumbers (1–100) | Asking questionsImperativesAdjectivesRegular verbs (-ar, -er, -ir) Key irregular verbs (tener, ser, estar, ir, hacer)Ser/estar with adjectivesSubject pronounsGenderArticlesUse of a and de + definite articleNegativesPossessive adjectives | Recognising cognates and near cognatesFalse friendsConnectivesIntensifiersAdverbs | Polite and familiar forms of verbsFacts about Spain  |

Unit 2: Where I live

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| --- | --- | --- | --- |
| Content | Grammar | Literacy/language | Culture |
| CountriesNationalitiesHouse and home including descriptions, rooms etcDaily routineHousehold chores | Irregular adjectives (including nationalities)More irregular verbs in the present tenseLikes and dislikes followed by an infinitive | Dictionary skillsSound 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 facilitiesSchool subjects and opinions TeachersSchool routine (times)UniformSchool rules | Giving reasons (including connectives, porque, ya que, puesto que)Adverbs of frequencyReflexive verbsTelling the time | Learning vocabularyLanguage 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 plansWhere to liveFamily plansFuture job intentions | Radical-changing verbsUse of me gustaría/quisiera + infinitiveImmediate future tense (ir a + infinitive) | Memorisation techniques | Differences in jobs in different countriesWorking times |

Year 2

Unit 5: Holidays

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| Content | Grammar | Literacy/language | Culture |
| Countries and languagesWeatherPast holiday destinationsHoliday experiencesRegions and sightseeingFuture holiday plansAccommodation | Immediate future revisionFuture tense of regular verbs and key irregular verbsPreterite tense of regular verbs (-ar, -er, -ir) and irregular verbs ir and hacer | Asking questionsReading longer texts | Spanish holiday destinationsSpanish conventions including eating times |

Unit 6: Travel

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| Content | Grammar | Literacy/language | Culture |
| Means of transportPlaces in a town and directionsTravel arrangements and preferences | Extended justifications and reasons for opinionsNumbers 100–1000 Ordinal numbers primero, segundo, tercero, cuartoImperativesModal verbs with infinitive (deber, poder, tener que) | Advanced dictionary skillsPronunciation (erre, jota)Spanish accentuation rules | Greeting people in SpainPopular holiday destinations in South America |

Unit 7: Sports

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| --- | --- | --- | --- |
| Content | Grammar | Literacy/language | Culture |
| Sports and games with opinionsPast and future sporting eventsFamous Spanish sports people | Jugar/hacer/practicar and sportsPrepositionsAdverbs of placeRevision of preteriteImperfect tense | Language learning strategies including identifying gender of words | Famous Spanish and South American sportsmen and womenVuelta a EspañaEl Clásico |

Unit 8: Hobbies

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| --- | --- | --- | --- |
| Content | Grammar | Literacy/language | Culture |
| TV programmesFilms and opinionsLeisure time with friendsPast and future hobbiesInvitationsExcuses | Tocar + musical instrumentsRevision of preterite tenseRevision of imperfect tenseConditional tensePersonal a | More complex sentence construction including the use of adjectives, adverbs, connectives and intensifiers to increase complexity | Famous Spanish and Latin American musicians/singers |

Year 3

Unit 9: Health

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| Content | Grammar | Literacy/language | Culture |
| Parts of the bodyIllnesses and injuriesVisiting a doctor/pharmacySeeking and understanding medical help | Revision of adjectivesPerfect tense of regular verbs and some irregulars (romper, ver, poner, decir) | Listening skills – detail and gistExtended conversations | Emergency proceduresDifferences in visiting a doctor in Spain  |

Unit 10: Fitness/healthy lifestyle

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| Content | Grammar | Literacy/language | Culture |
| Healthy lifestylesAvoiding obesity Active livingDiet | Hay que/se debe/se debería + infinitiveRevision of the future tenseSi clauses: present and future tenses | Extended conversationsComprehension 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 drinkDifferent courses when eating outMeals and mealtimesFood preferences and opinionsShopping for food and drinkAmounts, weights, pricesEating outFormer and future eating habits | Revision of negatives Revision of the imperfect tenseRevision 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) | ReadingListeningSpeakingWriting | Spain and Spanish-speaking countries – differences in cultural outlooks |