

Scheme of work: 2 years

The new GCSE Spanish specification is a linear two-year course with no controlled assessment, so teaching and learning need to be organised very differently.

It's important to:

* plan revision and recaps (thematic and linguistic)
* make logical and seamless links between thematic progression and linguistic progression.

Themes and topics

There are three broad themes:

1. Identity and culture
2. Local, national, international and global areas of interest
3. Current and future study and employment

Each theme contains a number of topics. To avoid you needing to pinpoint how each individual lesson relates to the scheme of work, you can think of each topic as a unit of teaching and learning that covers:

* a sequence of lessons
* a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
* the appropriate lexical and grammatical content.

In the scheme of work below, the themes (column two) and the topics within them (column three) straddle both years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns (column four) can be constantly reused and recycled by transferring them to other topics.

This approach also promotes effective learning. Students are better prepared for multi-topic listening and reading exams, and multiple themes get underway from the start – which means there's less risk students will forget early themes.

In column three there are links to teaching resources on the Teachit Languages website. In column four there are links to grammar resources on the AQA website.

It's important to think and plan holistically to find the most logical series of links between themes, language and skills – especially as changes to GCSE qualifications feed through into AS and A-level.

Year 1

| Month | Theme | Topic | Grammar  |
| --- | --- | --- | --- |
| September | Identity and culture  | Me, my family and friends* Relationships with family and friends

See resources:[Rompehielos - ¿Somos compatibles?](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16419)[Personality adjectives](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16402)[¿Vivir con la madre o el padre?](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=15970)[Adivinanza](http://www.teachitlanguages.co.uk/ks4-spanish-skills?resource=25279) | * 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))
* possessive adjectives
* adjective agreement and position rules
* reflexive verbs: casarse/enfadarse/llevarse bien con
* comparatives más que/menos que; adverbs of frequency
* regular verbs in present tense; direct object pronouns
* interrogative words such as quién, cómo, cuántos, qué, cuándo
 |
| October | Local, national, international and global areas of interest  | Home, town, neighbourhood and regionSee resources:[‘Where I live’ placemat](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16145)[My son’s bedroom](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17787)[Nuevas casas](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17066)[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) | * hay; prepositions
* use of unos/unas for some
* poder + infinitive
* expressions of quantity
* irregular verbs ir/hacer
* los/las que + verb; gustar
* enhancing descriptions using que
* demonstrative adjectives este, esta, estos, estas, ese, esa, esos, esas
* interrogatives dónde and por qué
 |
| November | Current and future study and employment  | My studies See resources:[Question and answer starter: school](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=25611)[La vida escolar](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17984)[Four in a row: school](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=25620)[El instituto: idiomatic phrases](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=24058) | * tener que + infinitive
* deber +infinitive
* hay que + infinitive (compulsory subjects), porque to express reasons
* perfect tense regular verbs (escoger/decidir/dejar - options)
* Two verbs together e.g. ir a/esperar/gustar más
* 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))
* use of tú and usted in informal/formal exchanges
 |
| December | Identity and culture  | Free-time activities* Music
* Cinema and TV
* Food and eating out
* Sport

See resources:[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)[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)[Deportes alternativos](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=18568) | * consolidation of present tense including irregular verbs salir, querer, preferir, ver, dar
* extend range of two verbs together
* future tense introduced eg weekend plans
* adverbs such as por lo general
* formation of regular adverbs such as normalmente
* clauses introduced by cuando and si
* disjunctive pronouns such as conmigo and para mí
 |
| January | Local, national, international and global areas of interest  | Social issues* Healthy/ unhealthy living

See resources:[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)[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) | * recap on deber/tener que + infinitive/hay que + infinitive and introduce conditional forms – affirmative and negative
* es mejor/sería mejor
* negative nunca
* previous health habits using imperfect tense
* reflexive constructions such as se puede, se necesita
* present continuous
 |
| February | Current and future study and employment  | Life at school/ collegeSee resources:[El instituto del futuro](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16977)[Nuestra lista de deseos](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17064)[Tienes derecho a una educación](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16978)[Mi práctica laboral: ¡otra vez!](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=20600)[¿Pretérito o imperfecto?](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16587) | * transfer deber/poder/hay que/querer to school rules context
* quantity words mucho/demasiado/bastante (including with plurals)
* perfect tense 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))
 |
| March | Identity and culture  | Customs and festivals in Spanish-speaking countries/communitiesSee resources:[Spanish food and drink](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=19099)[La tomatina](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=18455)[Fiestas tradicionales](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16500)[Cuestionario sobre el mundo hispanohablante](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=19716)[¿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) | * preterite of regular verbs and irregulars ser/ir/hacer
* reflexive verbs in preterite
* preterite and imperfect tenses together
* describing a past event/festival
* actions and opinions
 |
| April | Local, national, international and global areas of interest  | Travel and tourismSee resources:[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)[Preterite bingo](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16485)[Hotel bingo](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16479)[Las vacaciones de Karina](http://www.teachitlanguages.co.uk/?CurrMenu=2972&resource=20571)[Actividades para las vacaciones](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=17065)[Weather dominoes](http://www.teachitlanguages.co.uk/ks3-spanish-topics?resource=24925) | * 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))
* sequencing words, expressions and phrases
* antes de/después de haber etc/mientras/desde hace/acabar de developing greater complexity in spoken and written accounts of past events or experiences
* weather expressions with hacer
* possessive pronouns mío etc
 |
| May | Current and future study and employment  | Education post-16See resources:[Los estudios de Celeste](http://www.teachitlanguages.co.uk/?CurrMenu=2972&resource=20590)[La universidad](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=20594) | * use of ‘lo’ in ‘lo que’ and lo + adjective; building on si clauses with present and future
* more complex two verb structures (tener la intención de/tener ganas de/tener el derecho de)
 |
| June |  | Year-end assessments |  |
| June, July | Identity and culture  | Transition to Year 2: Me, my family and friends* Marriage/ partnership
 | * revisiting adjectives to describe and use of que to describe ideal partner and enhance descriptions
* Gerund
* revision of future tense to outline future plans
* direct and indirect object pronouns
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Year 2

| Month | Theme | Topic | Grammar  |
| --- | --- | --- | --- |
| September | Local, national, international and global areas of interest  | Global issues* The environment

See resources:[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) | * modal verbs linked to behaviours (must do/can do/should do/could do etc)
* past tense for effects of behaviours on environment
* si sentences revised for outlining consequences of actions
* pluperfect tense perspective
 |
| October | Local, national, international and global areas of interest  | Social issues* Charity/ voluntary work
 | * querer + infinitive
* querer que + subjunctive
* es posible que + subjunctive
* para que + subjunctive
* imperfect continuous
 |
| November | Current and future study and employment  | Career choices and ambitionsSee resources:[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) | * enhanced statements of possibility including subjunctive after conjunctions of time (cuando)
* quisiera
 |
| December, January | Identity and culture  | Technology in everyday life* Social media
* Mobile technology

See resource:[Shakira’s fan club](http://www.teachitlanguages.co.uk/ks4-spanish-topics?resource=16527) | * revision of past tenses to recount how social media have been used; or life before technology
* gracias a/sin/con
* enhanced statements of possibility including permitir, es posible que + subjunctive
 |
| December, January  |  | Mock examination/ assessmentSee resources:[GCSE Spanish reading practice](http://www.teachitlanguages.co.uk/searchresults?resource=20400)[Revisión gramática GCSE](http://www.teachitlanguages.co.uk/searchresults?resource=16450) |  |
| February | Local, national, international and global areas of interest  | Global issues* Poverty/ homelessness
 | * si fuera…
* si tuviera que… with conditional completions
* hay que + infinitive and es importante que + subjunctive
* verbs of emotion + subjunctive
 |
| March, April, May |  | Revision and preparation for assessment |  |
| May, June |  | Assessment |  |

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. 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.