

RHS Spanish GCSE Curriculum

Introduction

At RHS we follow the AQA GCSE which divides teaching into three broad themes, within each theme are a number of topics and subtopics.

There are the three broad themes:

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

Our curriculum focuses on development of all four skills; reading, listening, speaking and writing, as well as translation from English to Spanish and Spanish to English. We focus heavily on the development of the use of language spontaneously in speaking and in writing. Our curriculum is planned to make learning engaging and relevant to our students and is based on the AQA published scheme of learning.

The outline of our curriculum below shows what we will cover and when we plan to do so, however this is flexible, depending on students' responses to the topics and grammar we may spend more or less time on specific topic areas. Many areas of our GCSE curriculum are introduced at KS3, therefore some topic areas will require revision only. The curriculum will ensure that students are fully prepared for success at GCSE and will equip students with relevant skills to take out and use in the wider world.

Teacher will use a range of resources to deliver the curriculum but each student will be given a copy of a textbook for use during the two year course.

Year 10

Month	Theme	Topic	Grammar
Autumn 1 Yr10 Topic 1	Identity and culture	Technology in everyday life <i>Social media</i> <i>Mobile technology</i>	<ul style="list-style-type: none">• revision of past tenses to recount how social media have been used; or life before technology• <i>gracias a / sin / con</i>• enhanced statements of possibility including <i>permitir</i>• <i>es posible que</i> + subjunctive
Autumn 2 Yr10 Topic 2	Local, national, international and global areas of interest	Home, town, neighbourhood and region	<ul style="list-style-type: none">• <i>hay</i>; prepositions• <i>use of unos/unas</i>• <i>poder</i> & infinitive• expressions of quantity• irregular verbs <i>ir/hacer</i>• <i>los/las que</i> + verb; <i>gustar</i>

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			<ul style="list-style-type: none"> enhancing descriptions using <i>que</i> <i>demonstrative adjectives este, esta, estos, estas, ese, esa, esos, esas</i> Interrogatives, <i>dónde</i> and <i>por qué</i>
Spring 1 Yr10 Topic 3	Identity and culture	Free-time activities <i>Music</i> <i>Cinema and TV</i> <i>Food and eating out</i> <i>Sport</i>	<ul style="list-style-type: none"> consolidation of present tense including irregular verbs <i>salir, querer, preferir, ver, dar</i> extend range of two verbs together future tense introduced for eg weekend plans formation of regular adverbs such as <i>normalmente</i> clauses introduced by <i>cuando</i> and <i>si</i> disjunctive pronouns such as <i>conmigo</i> and <i>para mí</i>
Spring 2 Yr10 Topic 4	Identity and culture	Customs and festivals in Spanish-speaking countries/ communities	<ul style="list-style-type: none"> preterite of regular verbs and irregulars <i>ser/ ir /hacer</i> reflexive verbs in preterite; perfect and imperfect tenses together describing a past event/festival; actions and opinions
Spring 2 Yr10 Topic 5	Local, national, international and global areas of interest	Travel and tourism	<ul style="list-style-type: none"> consolidation of preterite and imperfect tenses sequencing words, expressions and phrases <i>antes de/ después de haber etc / mientras/ desde hace/ acabar de</i> developing greater complexity in spoken and

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			<p>written accounts of past events or experiences</p> <ul style="list-style-type: none"> • weather expressions with <i>hacer</i> • possessive pronouns <i>mío etc..</i>
Summer 1 Yr10 Topic 6	Local, national, international and global areas of interest	Social issues <i>Healthy/ unhealthy Living</i> <i>Plus pages 100, 101 and 102</i>	<ul style="list-style-type: none"> • recap on <i>deber/tener que + infinitive/ hay que + infinitive</i> and introduce conditional forms - affirmative and negative • <i>es mejor/ sería mejor</i> • negative <i>nunca</i> • previous health habits using imperfect tense • reflexive constructions such as <i>se puede, se necesita</i> • present continuous
Summer 2 Yr10 Topic 7	Identity and culture	Me, my family and friends <i>Relationships with family and friends</i> <i>Marriage/Partnerships</i>	<ul style="list-style-type: none"> • present tense revision (regular and common irregulars: <i>tener, ser and estar</i>) • possessive adjectives • adjective agreement and position rules • reflexive verbs : <i>casarse, enfadarse/ llevarse bien con</i> • comparatives, <i>más que/ menos que</i> • adverbs of frequency • direct object pronouns

Key assessments in year 10

Students will be regularly assessed. Students are expected to revise for fortnightly vocabulary tests and will undertake half termly assessments which will rotate the four skills, for example in autumn half term one students will be formally assessed on reading, then in autumn half term two on reading and then the subsequent half term on writing and then speaking in Spring half term 2, and so on. Teachers will carry out regular assessment of classwork and homework through normal monitoring processes (marking students' work and monitoring in class)

Year 11

Month	Theme	Topic	Grammar
Autumn 1 Yr11 Topic 1	Current and future study and employment	My studies	<ul style="list-style-type: none"> • <i>Tener que</i> + infinitive • <i>Deber</i> + infinitive • perfect tense with <i>haber</i> regular verbs • <i>hay que</i> + infinitive (compulsory subjects) <i>porque</i> to express reasons • perfect tense regular verbs (<i>escoger, decidir, dejar</i> - options) • two verbs together - e.g <i>ir a / esperar / gustar más</i> • Comparative and superlative in expressing opinions about subjects • Use of <i>tú</i> and <i>usted</i> in informal/ formal exchanges
Autumn 1 Yr11 Topic 2	Current and future study and employment	Life at school/ college	<ul style="list-style-type: none"> • transfer <i>deber/ poder/ hay que/ querer</i> to school rules and context • quantity words <i>mucho/ demasiado/ bastante</i> (including with plurals) • perfect tense with <i>haber</i> using regular and common irregular verbs (<i>he hecho mis deberes</i>)
Autumn 2 Yr11 Topic 3	Current and future study and employment	Education post-16	<ul style="list-style-type: none"> • use of 'lo' in '<i>lo que</i>' and <i>lo</i> + adjective • building on <i>si</i> clauses with present and future • more complex two verb structures (<i>tener la intención de / tener ganas de / tener el derecho de</i>)
Autumn 2 Yr11 Topic 4	Current and future study and employment	Career choices and ambitions	<ul style="list-style-type: none"> • enhanced statements of possibility including subjunctive after

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			constructions of time <i>(cuando)</i> <ul style="list-style-type: none"> • <i>quisiera</i>
Spring 1 Yr11 Topic 5	Local, national, international and global areas of interest	Social issues <i>Charity/ voluntary work</i>	<ul style="list-style-type: none"> • <i>querer + infinitive</i> • <i>querer que + subjunctive</i> • <i>es posible que + subjunctive</i> • <i>para que + subjunctive</i> • imperfect continuous
Spring 1 Yr11 Topic 6	Local, national, international and global areas of interest	Global issues <i>Poverty/ homelessness</i>	<ul style="list-style-type: none"> • <i>si fuera</i> • <i>si tuviera quewith conditional completions</i> • <i>hay que + infinitive and es importante que + subjunctive</i> • verbs of emotion and subjunctive
Spring 2 Yr11 Topic 7	Local, national, international and global areas of interest	Global issues <i>The environment</i>	<ul style="list-style-type: none"> • modal verbs linked to behaviours (must do/can do/should do/could do etc) • past tense for effects of behaviours on environment • <i>si</i> sentences revised for outlining consequences of actions • pluperfect tense perspective

Key assessments in year 11

As in year 10 students will be regularly assessed on all four skills. Vocabulary tests will continue. The focus on assessment this year will be on exam style questions in preparation for the final exam. Full mock assessments will be held in January, these assessments will include full mock speaking assessments. The final GCSE exams will be held in May/ June.

Extension activities that parents can undertake to support learning:

- Over the two year course students will be set a range of homework tasks, including vocabulary learning, please encourage your daughter to devote sufficient time to her French studies.
- Talk to your daughter about what she is learning, discuss the topics and related issues at home.
- Test your child on vocabulary and grammar. Encourage use of www.memrise.com
- Encourage students to use their resources, such as their exercise book and textbooks to complete their work and avoid online translators. Encourage use of wordreference.com (online dictionary)
- Talk to students about the importance of language study.
- Watch foreign language films together
- When you are travelling abroad please encourage your daughter to use her language skills.