

# 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.

Teachers 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	Topic	Grammar
Autumn 1	<b>Me, my family and friends</b>  <i>Relationships with family and friends</i>	<ul style="list-style-type: none"><li>• present tense revision, including ser &amp; estar</li><li>• adjectives</li><li>• adverbs</li><li>• Question words</li></ul>
	<b>Home, town, neighbourhood and region</b>	<ul style="list-style-type: none"><li>• present tense irregular verbs</li><li>• prepositions</li><li>• enhancing descriptions</li></ul>
Autumn 2	<b>My studies</b>	<ul style="list-style-type: none"><li>• perfect tense , regular verbs</li><li>• making comparisons</li></ul>
	<b>Free-time activities</b>  <i>Music</i>  <i>Cinema and TV</i>  <i>Food and eating out</i>  <i>Sport</i>	<ul style="list-style-type: none"><li>• future tense</li><li>• clauses introduced by <i>cuando</i> and <i>si</i></li><li>• Adverbs</li></ul>

Month	Topic	Grammar
Spring 1	<b>Social issues</b> <i>Healthy/ unhealthy living</i>	<ul style="list-style-type: none"> <li>negatives</li> <li>imperfect tense</li> <li>conditional</li> <li>reflexive constructions</li> </ul>
	<b>Life at school/ college</b>	<ul style="list-style-type: none"> <li><i>si</i> clauses using imperfect and conditional</li> <li>quantity words <i>mucho, demasiado/ bastante</i> (including with plurals)</li> <li>perfect tense using regular and common irregular verbs</li> </ul>
Spring 2	<b>Customs and festivals in Spanish speaking countries/ communities</b>	<ul style="list-style-type: none"> <li>preterite of regular verbs and common irregulars</li> <li>reflexive verbs in preterite</li> <li>preterite and imperfect tenses together</li> <li>describing a past event/festival; actions and opinions</li> </ul>
	<b>Travel and tourism</b>	<ul style="list-style-type: none"> <li>consolidation of perfect and imperfect tenses</li> <li>sequencing words, expressions and phrases</li> <li>developing greater complexity in spoken and written accounts of past events or experiences</li> </ul>
Summer 1	<b>Education post-16</b>	<ul style="list-style-type: none"> <li><i>si</i> clauses and complex two verb structures</li> </ul>
Summer 2	<b>Transition to Year 11: Me, my family and friends</b> <i>Marriage/ partnership</i>	<ul style="list-style-type: none"> <li>adjectives</li> <li>revision of future tense to outline future plans</li> <li>direct and indirect object pronouns</li> </ul>

## 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	Topic	Grammar
<b>Autumn 1</b>	<b>Global issues</b> <i>The environment</i>	<ul style="list-style-type: none"> <li>modal verbs linked to behaviours (must do/can do/should do/could do etc)</li> <li>past tense for effects of behaviours on environment</li> <li>pluperfect tense</li> </ul>
	<b>Social issues</b> <i>Charity/ voluntary work</i>	<ul style="list-style-type: none"> <li>common subjunctive phrases</li> </ul>
<b>Autumn 2</b>	<b>Career choices and ambitions</b>	<ul style="list-style-type: none"> <li>subjunctive after 'cuando'</li> </ul>
<b>Spring 1</b>	<b>Technology in everyday life</b> <i>Social media</i> <i>Mobile technology</i>	<ul style="list-style-type: none"> <li>revision of past tenses to recount how social media have been used; or life before technology</li> </ul>
<b>December, January</b>	<b>Mock examination/ assessment</b>	
<b>Spring 2</b>	<b>Global issues</b> <i>Poverty/ homelessness</i>	<ul style="list-style-type: none"> <li>Subjunctive with the conditional</li> </ul>
<b>Summer</b>	<b>Revision and preparation for assessment</b>	
<b>May, June</b>	<b>Final GCSE exams</b>	

## 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 Spanish studies.
- Talk to your daughter about what she is learning, discuss the topics and related issues at home.
- Test your daughter on vocabulary and grammar. Encourage use of [www.memrise.com](http://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.