

PSHE CURRICULUM GUIDE

Year 9

The new GCSE Spanish specification is a linear 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.

One approach is to teach the course over three years, starting in Year 9. This means more time can be given to each unit of teaching and learning in Years 9 and 10, and Year 11 can be used mainly for revision and exam preparation.

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 three-year scheme of work below, the themes (column two) and the topics within them (column three) straddle three 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.

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 9

Term	Theme	Topic	Grammar
Autumn half-term 1	Identity and culture	Me, my family and friends <ul style="list-style-type: none"> • Relationships with family and friends • description 	<ul style="list-style-type: none"> • <i>tener, ser</i> and <i>estar</i> present tense (see Ser or estar: Lesson activities and Ser or estar: Task 3 slide) • possessive adjectives • adjective agreement rules • reflexive verbs • <i>casarse/enfadarse/llevarse bien con</i> • comparatives <i>más que/menos que</i> • adverbs of frequency • regular verbs in present tense • direct object pronouns • interrogative words such as <i>quién, cómo, cuántos, qué, cuándo</i>
Autumn half-term 2	Identity and culture	Free-time activities <ul style="list-style-type: none"> • Music Cinema and TV	<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 • adverbs such as <i>por lo general/normalmente</i> • clauses introduced by <i>cuando</i> and <i>si</i>
Spring half-term 1	Local, national, international and global areas of interest	Home, town, neighbourhood and region	<ul style="list-style-type: none"> • <i>hay</i> • prepositions • use of <i>unos, unas</i> for 'some' • <i>poder</i> + infinitive • expressions of quantity • irregular verbs <i>ir/hacer</i> • <i>los que/las que</i> + verb • <i>gustar</i>

Term	Theme	Topic	Grammar
			<ul style="list-style-type: none"> enhancing descriptions using <i>que</i> demonstrative adjectives: <i>este, esta, estos, estas, ese, esa, esos, esas</i> interrogatives <i>dónde</i> and <i>por qué</i>
Spring half-term 2	Identity and culture	<ul style="list-style-type: none"> routine 	<ul style="list-style-type: none"> consolidation of present tense pretérito (regular and irregular verbs) reflexive verbs in present and pretérito tense time time expressions and linking structures expressing opinions
Summer half-term 1	Identity and culture	Free-time activities <ul style="list-style-type: none"> Food and eating out Sport 	<ul style="list-style-type: none"> perfect tense using regular and common irregular verbs <i>lo que he hecho este fin de semana/esta mañana</i> simple opinion statements to express how it was (illustration of the imperfect) disjunctive pronouns such as <i>conmigo</i> and <i>para mí</i>
Summer half-term 2	Identity and culture	Customs and festivals in Spanish-speaking countries/ communities	<ul style="list-style-type: none"> preterite tense rules – regular and common irregular verbs (<i>ser, estar, tener, hacer, ir</i>) reflexive verbs in preterite; perfect and imperfect tenses together describing a past event/festival; actions and opinions

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 – for example, you might need to be selective about teaching modal verbs (*puedo, se puede...*) if the full conjugation proves too demanding. 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.