

Woldgate School departmental curriculum overview  
Spanish



Year	Autumn				Spring				Summer							
	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links				
7	<b>Presenting Myself</b> <u>Vocabulary:</u> <ul style="list-style-type: none"> <li>Greetings and introductions</li> <li>Forming questions</li> <li>Alphabet</li> <li>Numbers 1-100</li> <li>Name, Age and Birthday</li> <li>Colours</li> <li>Classroom items and language</li> <li>Opinions (favourite things)</li> </ul> <u>Grammar:</u> <ul style="list-style-type: none"> <li>Cognates</li> <li>Present-tense singular forms, including 'tener'</li> <li>Question words</li> <li>Basic opinions</li> <li>Key connectives and conjunctions</li> <li>Different types of noun</li> </ul> <u>Cultural Links:</u> <ul style="list-style-type: none"> <li>Spanish-speaking countries and capitals</li> </ul>	<b>Mid-point:</b> Writing (40-word) and Translation (S→E and E→S)  <b>End of unit:</b> Listening, Reading and Writing (40-word) / Translation (S→E and E→S)	A01	<b>Links to Prior Learning:</b> Given the significant disparity between student experiences at different primary feeders, this unit allows for recap of basic introductions and language for new learners whilst also providing revision and consolidation for those who may have covered elements previously.  Pupils will have the opportunity to practise all skill areas and build on strategies such as recognising cognates	<b>Family, Friends and Descriptions</b> <u>Vocabulary:</u> <ul style="list-style-type: none"> <li>Family members</li> <li>Pets and animals</li> <li>Descriptions (hair, eyes, size etc.)</li> <li>Personality</li> </ul> <u>Grammar:</u> <ul style="list-style-type: none"> <li>Revise present tense of 'tener'</li> <li>Introduce possessive pronouns</li> <li>Common regular / irregular verbs</li> <li>Present tense of 'ser'</li> <li>Adjectival agreements</li> <li>Adverbs of frequency</li> <li>Qualifiers</li> </ul>	<b>Mid-point:</b> Writing (Preparation for Speaking Questions)  <b>End of unit:</b> Speaking (General Conversation-Style Questions)	A01	<b>Links to Prior Learning:</b> This unit builds on the first, expanding upon grammar learnt (e.g. movement onto irregular present tense) and introducing new elements (adjectival agreements, possessive pronouns).	<b>Free Time</b> <u>Vocabulary:</u> <ul style="list-style-type: none"> <li>Free-time hobbies</li> <li>Sports (using jugar and hacer)</li> <li>Key Frequency phrases</li> <li>Weather</li> <li>Descriptions of famous people / social-media stars</li> </ul> <u>Grammar:</u> <ul style="list-style-type: none"> <li>Present tense of regular verbs</li> <li>Key opinions</li> <li>Present tense of 'jugar' + al for sport</li> <li>Present tense of 'hacer'</li> <li>Frequency phrases</li> <li>Verbs like 'gustar'</li> <li>Qualifiers</li> <li>Si clauses with present tense</li> <li>Comparatives</li> </ul> <u>Cultural Links:</u> <ul style="list-style-type: none"> <li>Authentic Hispanic songs</li> <li>Reference to Hispanic celebrities and social-media stars</li> </ul>	<b>Mid-point:</b> Writing (90-word) and Translation (S→E and E→S)  <b>End of unit:</b> Listening, Reading and Writing (90-word) and Translation (S→E and E→S)	A01	<b>Links to Prior Learning:</b> Revision of work done on basic opinions and present-tense formation.  Consolidation of present-tense formation in new context.  Revision of descriptions / adjectives use from last unit in new context.				
			A02				<b>How does this prepare students for future learning?</b> All AOs practised, building students' confidence with understanding and manipulating language and basic structures (singular present tense, basic opinions, different types of noun).  <u>GCSE Link:</u> <ul style="list-style-type: none"> <li>Theme 1 - Me, My family and Friends</li> <li>Introduction to GCSE-Style Skills Assessments (L, R,W)</li> </ul>				<u>Cultural Links:</u> <ul style="list-style-type: none"> <li>Mobile Phones</li> </ul>		<b>How does this prepare students for future learning?</b> Again, all AOs are practised. Pupils move from simply talking about themselves to discussing others, with grammar extending to facilitate this shift  <u>GCSE Link:</u> <ul style="list-style-type: none"> <li>Theme 1 - Me, My family and Friends (Y10 Unit 1)</li> <li>Introduction to GCSE-Style Skills Assessments (S)</li> </ul>	Present tense of 'hacer' Frequency phrases Verbs like 'gustar' Qualifiers Si clauses with present tense Comparatives  <u>Cultural Links:</u> <ul style="list-style-type: none"> <li>Authentic Hispanic songs</li> <li>Reference to Hispanic celebrities and social-media stars</li> </ul>	Revision of descriptions / adjectives use from last unit in new context.	
			A03													Expansion of opinions to include justifications. Further groups of irregular verbs explored (gustar etc.) which class as more complex opinions structures. Introduction of more complex structures (si clauses and comparatives)
			A04													

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8	<b>House and Home</b> <u>Vocabulary:</u> > Locations > Place types > Adjectives to describe where you live > Rooms in a house > Furniture > Ideal house > Chores  <u>Grammar:</u> > Revise present tense regulars > Definite / indefinite articles > Revision of 'hacer' > Revise 'ser' > Introduce present of 'estar' > Ser vs. Estar > Revise adjectival agreements > Using 'tener' and 'hay' > Prepositions > Introduce conditional phrases > Time and Frequency phrases  <u>Cultural links :</u> > Work on 'Islas Canarias'	<b>Mid-point:</b> Writing (90-word)  <b>End of unit:</b> Listening, Reading and Writing (40-90 words) / Translation (S→E and E→S)	A01 A02	<b>Links to Prior Learning:</b> Revision of key grammar covered in Y7, in a new context: Present Tense, Adjectival agreements, Time and Frequency phrases. This is equally true for the skill of forming and justifying opinions.  Pupils will consolidate technique for writing 90-word tasks (introduced at the end of Y7)	<b>Town and Local Area</b> <u>Vocabulary:</u> > Places in a town > Directions > Weekend plans > City vs. Countryside > Town past vs. present  <u>Grammar:</u> > Revise 'hay' > Present tense of 'ir' > Revise opinions and justifications > Introduce imperatives > Introduce near future > Introduce / revise comparatives (superlatives for top sets) > Introduce key imperfect forms and past time phrases (hace...) > Using two tenses together  <u>Cultural links :</u> > Work on 'Bilbao'	<b>Mid-point:</b> Writing (Preparation for Speaking Questions)  <b>End of unit:</b> Speaking (General Conversation-Style Questions)	A01	<b>Links to Prior Learning:</b> This unit focuses on widening students' range (adjectives, opinions, verbs, complex structures), whilst looking at new tenses and time frames.  Pupils consolidate technique for general-conversation speaking questions (done Y7 unit 2)	<b>School and Future Plans</b> <u>Vocabulary:</u> > School subjects > Past vs. present > Time > School day > Ideal school day > Facilities > Rules > After-school clubs > Jobs & Future Plans  <u>Grammar:</u> > Revise regular present tense (estudiar) > Revise verbs like gustar > Revise adjectival agreements > Exclamations > Introduce imperfect tense > Using 3 tenses together (imperfect, present, conditional) > Infinitive constructions > Future time phrases  <u>Cultural links :</u> > Spanish school system / day	<b>Mid-point:</b> Writing (90-150 word)  <b>End of unit:</b> Listening, Reading and Writing (90-150 word) and Translation (S→E and E→S)	A01	<b>Links to Prior Learning:</b> Key grammar such as present tense and key opinion structures are revised here in a new context. Additionally, producing language in two time frames is continued (as per Y8 unit 2) and indeed built upon (movement into three time frames)  Pupils will consolidate technique for writing 90-word tasks and, where appropriate, move to producing 150 words.
			A02	<b>How does this prepare students for future learning?</b>  All AOs practised, building students' confidence with understanding and manipulating language. New GCSE context introduced, widening pupils' range and variety of language.			A02	<b>How does this prepare students for future learning?</b> All AOs practised. Consolidation of communicating in two time frames and shift towards communicating in three time frames (allowing access to top bands on GCSE mark schemes) and introduction of more complex structures (infinitive constructions).				
			A03	<b>GCSE Link:</b> > Theme 2 - Home, Town, Neighbourhood and Region > Consolidation of 90 word technique			A03	<b>GCSE Link:</b> > Theme 2 - Home, Town, Neighbourhood and Region > Consolidation of technique for General Conversation				
			A04	A04			A04	<b>GCSE Link:</b> > Theme 3 - Current and Future Study and Employment > Movement from 90 to 150 word writing tasks				



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10	<p><b>Self, Family and Relationships + Technology / Free Time Vocabulary</b></p> <ul style="list-style-type: none"> <li>Family members</li> <li>Physical / Character Descriptions</li> <li>Social Media and Apps</li> <li>Making arrangements, meeting and excuses</li> <li>Reading materials</li> <li>Opinions</li> <li>Relationships</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Regular present tense</li> <li>Possessive adjectives</li> <li>Verbs poder and querer</li> <li>Adjectival agreement</li> <li>Para + infinitive</li> <li>The Present Continuous</li> <li>Prepositions</li> <li>Adverbs of frequency</li> <li>Connectives</li> <li>Ser and estar. When to use them</li> <li>Forming a simile</li> <li>Negatives for recognition</li> <li>Reflexive verbs</li> <li>The personal 'a'</li> <li>Recognition of past tense</li> </ul>	<p><b>End of Unit:</b> Listening, Reading and Writing (Photocard, Foundation Translation E→S and 90-word)</p>	<p><b>AO1</b></p> <ul style="list-style-type: none"> <li>Family members, Physical/ Character descriptions (Y7 Unit 2)</li> <li>Opinions (Y7 Units)</li> <li>Plans (Y8 Unit 2)</li> <li>Regular Present Tense (Y7)</li> <li>Adjectival Agreement (Y7)</li> <li>Past tense (Y8)</li> <li>Free Time (Y7 Unit 3)</li> <li>Ser vs. Estar (Y8 Unit 1)</li> </ul>	<p><b>Holidays Vocabulary</b></p> <ul style="list-style-type: none"> <li>Weather</li> <li>Countries</li> <li>Activities</li> <li>Transport</li> <li>Preferences</li> <li>Past activities</li> <li>Accommodation and facilities</li> <li>Hotel dialogue / reservations</li> <li>Hotel problems</li> <li>Holiday positives and negatives</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Revision I form Present Tense</li> <li>Impersonal verbs (flipar etc)</li> <li>Irregular verb hacer in Preterite Tense</li> <li>Revision of Present Tense in full</li> <li>Ser in Present Tense</li> <li>Impersonal verbs</li> <li>Stem changing verb preferir</li> <li>Irregular verbs: tener &amp; ir (Present.T)</li> <li>Synonyms for porque (ya que etc)</li> <li>Numbers 1-100 (%)</li> <li>Preterite Tense regular verbs</li> <li>Preterite Tense of ser</li> <li>The Imperfect Tense</li> <li>Revision of question words</li> <li>Use of the Usted(es) form</li> <li>Revision of Preterite &amp; Imperfect Tenses</li> </ul>	<p><b>End of Unit:</b> Listening, Reading + Translation (S→E) and Writing (Photocard and 90-word)</p>	<p><b>AO1</b></p> <ul style="list-style-type: none"> <li>Holidays (Y9 Unit 3)</li> <li>Countries (Y8 Unit 2)</li> <li>Past activities (Y9 Unit 1)</li> <li>Present Tense (Y7/8/9)</li> <li>Preterite Tense (Y9 Unit 1)</li> <li>Numbers 1-100 (Y7 Unit 1)</li> <li>Imperfect Tense (Y8)</li> <li>Tú vs. Usted (Y9 Unit 1)</li> </ul>	<p><b>Y10 Exams Content:</b> Based on first 4 units only</p>	<p><b>Mixed Exam Paper (1-9) for Listening, Reading and Writing. Speaking: Full exam at Foundation level</b></p>	<p><b>AO1</b></p> <p><b>AO2</b></p> <p><b>AO3</b></p> <p><b>AO4</b></p>	<p><b>How does this prepare students for future learning?</b> This unit builds on the work completed in the same topic during Y9 (Unit 3). Here, pupils continue to revise key grammar in new contexts whilst broadening their knowledge of topic-specific vocabulary and grammatical structures.</p> <p>All AOs are practise and all but Speaking are tested, allowing pupils more first-hand experience of the more challenging nature of materials and questions at this level. This is the first unit of the Theme 2 group.</p>	<p><b>Home, Town and Local Area Vocabulary</b></p> <ul style="list-style-type: none"> <li>House</li> <li>Places in town</li> <li>Directions</li> <li>Shops</li> <li>Souvenirs</li> <li>Prices</li> <li>Regional features</li> <li>Activities</li> <li>Geography</li> <li>Future Plans</li> <li>Clothes and Problems</li> <li>Town problems</li> <li>Changes in town</li> <li>Past visit</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>A + el = al</li> <li>Command form (Tú)</li> <li>Usted form of verb</li> <li>Numbers revision (prices)</li> <li>Se puede + infinitive</li> <li>Question words</li> <li>The Future Tense + irregular stems</li> <li>The weather</li> <li>Demonstratives (este, esta etc)</li> </ul>	<p><b>End of Unit:</b> Listening, Reading (Translation S→E) and Writing (90-word OR 150-word)</p>	<p><b>AO1</b></p> <p><b>AO2</b></p> <p><b>AO3</b></p>	<p><b>Links to prior learning</b></p> <ul style="list-style-type: none"> <li>House (Y8 Unit 1)</li> <li>Places in town (Y8 Unit 2)</li> <li>Future Plans (Y8 Unit 3)</li> <li>Tú vs. Usted (Y9 Unit 1)</li> <li>Revision of 3 time frames (Y9)</li> <li>Activities (Y7 Unit 3 / Y10 Unit 4)</li> <li>Past visit (Y9 Unit 3)</li> <li>Consolidation of exam technique / skills (90/150 word)</li> </ul>
	<p><b>School Vocabulary</b></p> <ul style="list-style-type: none"> <li>School subjects</li> <li>Times of Day and Week</li> <li>School facilities</li> <li>Uniform - clothes</li> </ul>	<p><b>End of Unit:</b> Speaking (General Conversation-Style Questions)</p>	<p><b>AO1</b></p> <ul style="list-style-type: none"> <li>School (Y8 Unit 3) / Y9 Unit 2)</li> <li>Impersonal verbs for opinions (Y7/8)</li> <li>Free Time (Y7 Unit 3)</li> </ul>	<p><b>Free Time Vocabulary</b></p> <ul style="list-style-type: none"> <li>Free-Time activities</li> <li>TV shows</li> <li>Films</li> <li>Sport</li> </ul>	<p><b>End of Unit:</b> Listening, Reading and Writing (40-word, 90-word and Higher)</p>	<p><b>AO1</b></p> <ul style="list-style-type: none"> <li>Free Time (Y7 Unit 3)</li> <li>Films (Y9 Unit 2)</li> <li>Sport (Y9 Unit 1)</li> </ul>	<p><b>Links to prior learning</b></p> <ul style="list-style-type: none"> <li>Free Time (Y7 Unit 3)</li> <li>Films (Y9 Unit 2)</li> <li>Sport (Y9 Unit 1)</li> </ul>							

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<ul style="list-style-type: none"> <li>➤ School day</li> <li>➤ Modes of transport</li> <li>➤ Descriptions of subjects / teachers</li> <li>➤ School past vs. present</li> <li>➤ Rules</li> <li>➤ Future trips</li> <li>➤ Sports and activities</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>➤ Impersonal verbs (gustar etc)</li> <li>➤ Adjectival agreement</li> <li>➤ Lo Bueno / malo / mejor / peor</li> <li>➤ Comparatives and the superlative</li> <li>➤ Negatives</li> <li>➤ 3<sup>rd</sup> person Present / Imperfect of haber / tener / ser</li> <li>➤ Verbs of obligation + infinitive ( prohibir / permitir /deber/tener que/hay que)</li> <li>➤ Exclamations: ¡Qué + noun/adjective!</li> <li>➤ Near future tense (ir a + infinitive)</li> <li>➤ Question words / forming questions</li> <li>➤ Sequencers/time expressions</li> <li>➤ Desde hace + time + Present Tense</li> <li>➤ Recognition of past/present/future (l )</li> <li>➤ Direct Object pronouns</li> </ul>	<p>Tiered for those we already know, otherwise Higher Mark Scheme.</p>	<p style="text-align: center;">AO2</p> <p style="text-align: center;">AO3</p> <p style="text-align: center;">AO4</p>	<ul style="list-style-type: none"> <li>➤ Descriptions (Y7 Unit 2)</li> <li>➤ Time (Y8 Unit 3)</li> <li>➤ Near Future Tense (Y8 Unit 2)</li> <li>➤ Imperfect (Y8 Unit 2)</li> <li>➤ Comparatives / Superlatives (Y8 Unit 2)</li> <li>➤ Speaking Assessment (Y7/8/9 Unit 2s)</li> </ul> <p><b>How does this prepare students for future learning?</b> Following on from the first unit, this topic builds on work completed in Y8/9 on School and Future Plans whilst also allowing for revision of key grammar such as the near future tense. Once again, pupils are able to expand their vocabulary further in relation to this topic. There are also opportunities to extend with additional grammar points (Direct Object Pronouns)</p> <p>Skills-wise, all AOs are practised and pupils complete a Speaking Assessment similar to those carried out for Y7/8/9 Unit 2. This can be tiered where appropriate. This is the first unit of the Theme 3 group</p>	<ul style="list-style-type: none"> <li>➤ Music</li> <li>➤ Reading</li> <li>➤ Trending topics</li> <li>➤ Different types of entertainment</li> <li>➤ Role Models</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>➤ Jugar (stem changing verb)</li> <li>➤ Adjectival agreement</li> <li>➤ Soler + infinitive (Present Tense)</li> <li>➤ Direct object pronouns</li> <li>➤ Imperfect Tense</li> <li>➤ Perfect Tense</li> <li>➤ Acabar de + infinitive</li> <li>➤ Revisiting ir a + inf (tener ganas de)</li> <li>➤ Adjectival agreement: algunos etc</li> <li>➤ Revision of 3 past tenses so far</li> <li>➤ Numbers revision (dates)</li> </ul>	<p>Translation E→S)</p>	<p style="text-align: center;">AO2</p> <p style="text-align: center;">AO3</p> <p style="text-align: center;">AO4</p>	<ul style="list-style-type: none"> <li>➤ Social Media / Role Models (Y7 Unit 3)</li> <li>➤ 3 tenses together (Y9 Unit 3)</li> </ul> <p><b>How does this prepare students for future learning?</b> Pupils continue to practise using 3 time frames together, whilst also learning the Perfect Tense (not previously covered). Consolidation of 40/90 word writing tasks during this unit help prepare for Foundation / Higher exams and Y10 mocks.</p>	<ul style="list-style-type: none"> <li>➤ The Conditional Tense + irregular stems</li> <li>➤ Tan and tanto</li> <li>➤ The Perfect Tense in they form</li> <li>➤ Revision of past tenses</li> <li>➤ Idiomatic expressions with quedarse</li> </ul>		<p style="text-align: center;">AO3</p> <p style="text-align: center;">AO3</p> <p style="text-align: center;">AO4</p>	<p><b>How does this prepare student for future learning?</b> This unit consolidates the use of multiple tenses in a new context, whilst also overtly covering the Conditional. Pupils have the opportunity to widen their knowledge of idiom (necessary for Grades 8-9) and this is the second unit of the Theme 2 group. For those aiming for Higher, the coverage of grammar points such as 'tan and tanto' as well as demonstrative adjectives allows them to increase the complexity of their work further.</p> <p>Following on from the Y10 exams, this unit acts as a good opportunity for pupils to work on key AO skills and consolidate their understanding of material covered first in Y8 (Units 1 and 2)</p>
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11	<b>Festivals and Traditions / Health</b> <u>Vocabulary</u> <ul style="list-style-type: none"> <li>➤ Time</li> <li>➤ Meals</li> <li>➤ Daily routine starters</li> <li>➤ Illnesses</li> <li>➤ Injuries</li> <li>➤ Temporary states</li> <li>➤ Feelings</li> <li>➤ Length of illness etc.</li> <li>➤ Body parts</li> <li>➤ Food and drink</li> <li>➤ Quantities</li> <li>➤ Festivals</li> <li>➤ Transactional language - restaurant / menu</li> <li>➤ Events</li> </ul> <u>Grammar</u> <ul style="list-style-type: none"> <li>➤ Revision of time</li> <li>➤ Suelo + infinitive (soler)</li> <li>➤ Stem changing verbs (meals)</li> <li>➤ Reflexive verbs (Present tense)</li> <li>➤ Revision of sequencers</li> <li>➤ Desde hace + time + Present Tense</li> <li>➤ Impersonal verb 'doler'</li> <li>➤ Quantities</li> <li>➤ Formation of Passive Voice</li> <li>➤ Using 'se' to avoid the Passive</li> <li>➤ Revision of question words</li> <li>➤ Preterite Tense of reflexives</li> <li>➤ The absolute superlative (ísimo)</li> <li>➤ Preterite Tense. patterns irregular verbs</li> <li>➤ Expressions + infinitive (al, sin, etc)</li> <li>➤ Narration (anecdotes) to add interest</li> </ul>	End of Unit: Listening, Reading (Translation S→E) and Writing (Photocard, 40-word and 150-word) W	A01	<b>Links to prior learning</b> <ul style="list-style-type: none"> <li>➤ Health and Body parts (Y9 Unit 1)</li> <li>➤ Food (Y9 Unit 1)</li> <li>➤ Transactional Language (restaurant) (Y9 Unit 1)</li> <li>➤ Reflexive verbs (Y10 Unit 1)</li> <li>➤ Questions words (all Y10 units)</li> <li>➤ Preterite Tense (Y9 Unit 1)</li> </ul>	<b>Global and Social Issues Vocabulary</b> <ul style="list-style-type: none"> <li>➤ Types of house</li> <li>➤ Floors</li> <li>➤ Environment in the home</li> <li>➤ Food groups</li> <li>➤ Environmental problems</li> <li>➤ Global Issues</li> <li>➤ Local environmental actions</li> <li>➤ Environmental solutions</li> <li>➤ Bad habits</li> <li>➤ Healthy lifestyles</li> <li>➤ Sporting Events</li> <li>➤ Volunteering</li> <li>➤ Natural disasters</li> <li>➤ Poverty and Homelessness</li> </ul>	End of Unit: Listening, Reading and Writing (90-word, 150-word and Higher Translation E→S)	A01	<b>Links to prior learning</b> <ul style="list-style-type: none"> <li>➤ House and floors (Y8 Units 1 and 2)</li> <li>➤ Local issues (Y10 Unit 5)</li> <li>➤ Events (Y10 Unit 6)</li> <li>➤ 'Suelo' + infinitive (various Y10)</li> <li>➤ Subjunctive (Y10 unit 7)</li> <li>➤ 3 tenses / time frames (Y9/10)</li> </ul>	<b>Revision Schedule and Exams</b>
		A02	A02	A02					
		A03	<b>How does this prepare students for future learning?</b> This is the final topic in the Theme 1 section, with an element of Theme 2 (Health - Social Issues) included. It builds on what students have covered in Y9 Unit 1, with extra focus on transactional language in a restaurant, which ties in with the Roleplay that students complete as part of the Foundation and Higher Speaking exam.	<b>Grammar</b> <ul style="list-style-type: none"> <li>➤ Se deberia + infinitive</li> <li>➤ Suelo + infinitive</li> <li>➤ The Present Subjunctive</li> <li>➤ Higher numbers</li> <li>➤ The Imperative (negatives)</li> <li>➤ The Subjunctive in commands</li> <li>➤ Use of 'se' to avoid the passive</li> <li>➤ Revision of Present / Past / Future T.</li> <li>➤ The Pluperfect Tense</li> <li>➤ The Imperfect Continuous Tense</li> </ul>	A03	<b>How does this prepare students for future learning?</b> As the final unit of the GCSE course, this unit deals with 2 of the toughest topics in terms of specific vocabulary (global issues - environment / poverty and homelessness and social issues - charity and volunteering). All AOs are practised in preparation for the real exams and students consolidate their understanding of how to complete 90/150 word tasks as appropriate.			
		A04	Grammar-wises, Foundation students are able to consolidate understanding of the 3 key time frames whilst Higher Students can cover new grammar such as the 'Passive' and absolute superlative.	A04					

# Woldgate School departmental curriculum overview

## Spanish



<p><b>Jobs and Future Plans</b></p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> <li>➤ Jobs</li> <li>➤ Descriptions of jobs</li> <li>➤ Part-time jobs</li> <li>➤ Ways of earning money</li> <li>➤ Work experience</li> <li>➤ Importance of languages</li> <li>➤ Job applications / CV</li> <li>➤ Letters</li> <li>➤ Interviews</li> <li>➤ Gap Year</li> <li>➤ Future Plans</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>➤ Revision me gustaría + infinitive</li> <li>➤ Imperfect Tense of 'soler'</li> <li>➤ Revision of Preterite &amp; Imperfect T</li> <li>➤ No solo, sino también, tanto... como</li> <li>➤ Saber versus conocer</li> <li>➤ The Present Continuous Tense</li> <li>➤ Indirect Object Pronouns</li> <li>➤ Language for formal letter writing</li> <li>➤ The Conditional Tense</li> <li>➤ The 24 hour clock</li> <li>➤ Revision of impersonal verbs</li> <li>➤ Verbs + inf (espero, pienso etc)</li> <li>➤ Cuando + Present Subjunctive (Higher Tier)</li> </ul> <p><b>Mocks</b></p>	<p>Foundation and Higher Past Papers for all 4 Skills (Speaking mock oral with invigilator)</p>	<p style="background-color: yellow; text-align: center;">AO1</p> <p style="background-color: red; text-align: center;">AO2 AO3</p> <p style="background-color: lightgreen; text-align: center;">AO3</p> <p style="background-color: lightblue; text-align: center;">AO4</p>	<p><b>Links to prior learning</b></p> <ul style="list-style-type: none"> <li>➤ Jobs and Future Plans (Y8 Unit 3)</li> <li>➤ Preterite and Imperfect tenses (Y8/9/10)</li> <li>➤ Present Continuous (Y10 Unit 1)</li> <li>➤ Impersonal verbs (Y10 Unit 10)</li> </ul> <p><b>How does this prepare students for future learning?</b></p> <p>In the build up to mock exams, this unit is the final one in the Theme 3 section. This will allow students to choose from a wide selection of topics for their nominated theme for the General Conversation element for the Speaking assessment. Language covered builds on what has been learnt in Y8 Unit 3, with the majority of grammar having already been covered and therefore plenty of revision in a new context occurring. All AOs practised in preparation for mocks. Higher students introduced to Subjunctive which is associated with top grade responses.</p>	<p><b>Revision Schedule</b></p>		
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