

Subject: GCSE Spanish	Autumn HT 1:  Topic 1: Life at School/ College	Autumn HT 2  Topic 2: Travel and Tourism	Spring HT 1  Topic 3: Education Post-16	Spring HT 2  Topic 4: Healthy and Unhealthy Living	Summer HT 1  Topic 5: Marriage/ Partnership	Summer HT 2  Topic 6: Technology in Everyday Life
Year 10	<ul style="list-style-type: none"> <li>Revision of school subjects and preferences.</li> <li>The use of more complex reasons.</li> <li>The use of Knowledge Organisers in writing/ speaking.</li> <li>Transfer <i>deber</i> (<i>to have to</i>)/<i>poder</i> (<i>to be able to</i>) /<i>hay que</i> (<i>it's necessary to</i>)/<i>querer</i> (<i>to want</i>) to school rules context.</li> <li>Quantity words <i>mucho</i> (<i>a lot</i>)/<i>demasiado</i> (<i>too much</i>)/<i>bastante</i> (<i>quite</i>) (including with plurals)</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of preterite tense.</li> <li>Extension of imperfect tense.</li> <li>Consolidation of preterite and imperfect tenses.</li> <li>Sequencing words, expressions and phrases</li> <li>Use of <i>Antes de</i> (<i>before</i>) /<i>después</i> (<i>after</i>)<i>de haber</i> (<i>having</i>) etc/<i>mientras</i> (<i>while</i>) /<i>desde hace</i> (<i>since</i>) /<i>acabar de</i> (<i>to have just</i>)</li> <li>Developing greater</li> </ul>	<ul style="list-style-type: none"> <li>Use of <i>lo</i> in <i>lo que</i> and <i>lo</i> (<i>what</i>) + adjective</li> <li>Future tense introduced for eg future study plans</li> <li>Building on <i>si</i> (<i>if</i>) clauses with present and future</li> <li>More complex two verb structures (<i>tener la intención de</i> (<i>to have the intention of</i>)) /<i>tener ganas de</i> (<i>to want to</i>)/<i>tener el derecho de</i> (<i>to have the right to</i>))</li> </ul>	<ul style="list-style-type: none"> <li>Use of <i>lo</i> in <i>lo que</i> and <i>lo</i> (<i>what</i>) + adjective</li> <li>Future tense introduced for eg future study plans</li> <li>Building on <i>si</i> (<i>if</i>) clauses with present and future</li> <li>more Complex two verb structures (<i>tener la intención de</i> (<i>to have the intention of</i>)) /<i>tener ganas de</i> (<i>to want to</i>)/<i>tener el derecho de</i> (<i>to have the right to</i>))</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting adjectives to describe and use of <i>que</i> to describe ideal partner and enhance descriptions</li> <li>Use of gerund</li> <li>Revision of future tense to outline future plans</li> <li>direct and indirect object pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Vocab. Related to technology and social media.</li> <li>revision of past tenses to recount how social media have been used; or life before technology</li> <li><i>gracias a</i> (<i>thanks to</i>)/<i>sin</i> (<i>without</i>)/<i>con</i> (<i>with</i>)</li> </ul>

		<p>complexity in spoken and written accounts of past events or experiences.</p> <ul style="list-style-type: none"> <li>▪ weather expressions with <i>hacer</i> (to do/make)</li> <li>▪ possessive pronouns <i>mío</i> (mine) etc</li> </ul>		<p><i>have the right to))</i></p>		
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Subject: GCSE French	Autumn HT 1 <b>Topic 6: Global Issues (The Environment)</b>	Autumn HT 2 <b>Topic 7: Social Issues: Charity and Voluntary Work</b>	Spring HT 1 <b>Topic 8: Global Issues: Homelessness and Poverty</b>	Spring HT 2 <b>Topic 9: Career Choices and Ambitions + End of Course Examination Focus</b>	Summer HT <b>End of Course Examination Focus</b>	Summer HT 2 <b>N/A</b>
Year 11	<ul style="list-style-type: none"> <li>• Vocab. related to environmental problems.</li> <li>• Solutions to environmental problems</li> </ul>	<ul style="list-style-type: none"> <li>• Vocab. related to charity work</li> <li>• Advantages and disadvantages of giving to charity</li> </ul>	<ul style="list-style-type: none"> <li>• Vocab. related to poverty</li> <li>• Examples of poverty in the UK, French speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Voab. Related to jobs and career choices</li> <li>• Future plans and university (advantages</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Going over past and Specimen papers</li> </ul>	<b>Examination has already been taken</b>

	<ul style="list-style-type: none"> <li>Behaviours (must do/can do/should do/could do etc)</li> <li><i>si</i> sentences revised for outlining consequences of actions using if clauses</li> </ul>	<ul style="list-style-type: none"> <li><i>Querer (to want) + infinitive</i></li> <li><i>Querer que (to want that) + subjunctive</i></li> <li><i>Para que (so that) + subjunctive</i></li> </ul>	<p>countries and around the world</p> <ul style="list-style-type: none"> <li><i>si fuera... (if I wee)/si tuviera que... (if I had to) with conditional completions</i></li> <li><i>hay que (it is necessary that) + infinitive and es importante que (it's important that) + subjunctive verbs of emotion + subjunctive (me preocupa que (It worries me that)/me molesta que (it annoys me that))</i></li> </ul>	<p>and disadvantages)</p> <ul style="list-style-type: none"> <li>Enhanced statements of possibility including subjunctive after conjunctions of time (<i>cuando-when</i>)</li> <li>use of <i>quisiera</i> (<i>would like</i>) to express ambitions</li> </ul>	<ul style="list-style-type: none"> <li>Exam technique for reading, listening and reading</li> </ul>
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