

OxfordAQA

International GCSE

Spanish (9269)

Two-Year Scheme of work

For teaching from September 2023 onwards
For International GCSE exams in June 2025 onwards.

Introduction

The new **International GCSE Spanish** specification is a linear two-year course with 120-140 recommended guided learning hours, although this may vary according to local practice and the learner's prior experience of the language.

It's important to:

- plan revision and recaps (thematic and linguistic)
- make logical and seamless links between thematic progression and linguistic progression.

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

In column three there are links to web-based teaching resources. In column four there are links to grammar resources on the AQA website.

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 1

Month 1

Theme

- Identity and culture

Topic

- Me, my family and friends
 - Relationships with family
 - Relationships with friends and people I know

See resources:

[Rompehielos - ¿Somos compatibles?](#)

[Personality adjectives](#)

Grammar

- *tener ser* and *estar* present tense (see [Ser o estar: Lesson activities](#) and [Ser o estar: Task 3 slide](#))
- possessive adjectives
- adjective agreement and position rules
- reflexive verbs: *casarse/ llevarse bien con*
- comparatives *más que/menos que*; adverbs of frequency
- regular verbs in present tense; direct object pronouns
- interrogative words such as *quién, cómo, cuántos, qué, cuándo*.

Month 2

Theme

- Local, national, international and global areas of interest.

Topic

- Home, town, neighbourhood and region.

See resources:

[‘Where I live’ placemat](#)

[My son’s bedroom](#)

[Nuevas casas](#)

[My city](#)

[In the centre of my city](#)

Grammar

- *hay*; prepositions
- use of *unos/unas* for some
- *poder* + infinitive
- expressions of quantity
- irregular verbs *ir/hacer*
- *los/las que* + verb; *gustar*
- enhancing descriptions using *que*
- demonstrative adjectives *este, esta, estos, estas, ese, esa, esos, esas*
- interrogatives *dónde* and *por qué*.

Month 3

Theme

- Current and future study and employment.

Topic

- My studies

See resources:

[Question and answer starter: school](#)

[La vida escolar](#)

[El instituto: idiomatic phrases](#)

Grammar

- tener que + infinitive
- deber + infinitive
- hay que + infinitive (compulsory subjects), porque to express reasons
- perfect tense regular verbs (escoger/decidir/dejar - options)
- Two verbs together e.g. ir a/esperar/gustar más
- comparative and superlative in expressing opinions about subjects ([see My studies: making comparisons – Worksheet and Teaching notes](#))
- use of tú and usted in informal/formal exchanges.

Month 4

Theme

- Identity and culture.

Topic

- Free-time activities
 - Music
 - Cinema and TV
 - Sport

See resources:

[My hobbies placemat](#)

[Entrevista a David Bisbal](#)

[Film preferences](#)

[Deportes alternativos](#)

Grammar

- consolidation of present tense including irregular verbs *salir, querer, preferir, ver, dar*
- extend range of two verbs together
- future tense introduced eg weekend plans
- adverbs such as *por lo general*
- formation of regular adverbs such as *normalmente*
- clauses introduced by *cuando* and *si*
- disjunctive pronouns such as *conmigo* and *para mí*.

Month 5

Theme

- Local, national, international and global areas of interest.

Topic

- Social issues
 - Healthy/unhealthy living

See resources:

[Sorting foods](#) (a range of activities for KS3 Spanish that can be used to consolidate vocabulary for this topic and others)

[Health bingo](#)

[Un sondeo sobre la salud](#)

Grammar

- recap on *deber/tener que* + infinitive/*hay que* + infinitive and introduce conditional forms – affirmative and negative
- *es mejor/sería mejor*
- negative *nunca*
- previous health habits using imperfect tense
- reflexive constructions such as *se puede, se necesita*
- present continuous.

Month 6

Theme

- Current and future study and employment

Topic

- Life at school/college.

See resources:

[El instituto del futuro](#)

[Nuestra lista de deseos](#)

[Tienes derecho a una educación](#)

[Mi práctica laboral: ¡otra vez!](#)

[¿Pretérito o imperfecto?](#)

Grammar

- transfer *deber/poder/hay que/querer* to school rules context
- quantity words *mucho/demasiado/bastante* (including with plurals)
- perfect tense using regular and common irregular verbs (*he hecho mis deberes*). (See [Life at school: the perfect tense – Worksheet and Teaching notes](#))

Month 7

Theme

- Identity and culture.

Topic

- Life at school/college.

See resources:

[El instituto del futuro](#)

[Nuestra lista de deseos](#)

[Tienes derecho a una educación](#)

[Mi práctica laboral: ¡otra vez!](#)

[¿Pretérito o imperfecto?](#)

[Fiestas tradicionales](#)

[Cuestionario sobre el mundo hispanohablante](#)

[Discussion toolkit](#)

Grammar

- transfer *deber/poder/hay que/querer* to school rules context
- quantity words *mucho/demasiado/bastante* (including with plurals)
- perfect tense using regular and common irregular verbs (*he hecho mis deberes*). (See [Life at school: the perfect tense – Worksheet and Teaching notes](#))
- describing a past event/festival
- actions and opinions.

Month 8

Theme

- Local, national, international and global areas of interest.

Topic

- Travel and tourism.

See resources:

[Mis vacaciones: writing mat](#)

[Preterite bingo](#)

[Hotel bingo](#)

[Actividades para las vacaciones](#)

[Weather dominoes.](#)

Grammar

- consolidation of preterite and imperfect tenses (see Worksheets: [Holidays: the preterite tense](#), [Holidays: the imperfect tense](#) and [Holidays: the preterite and imperfect tenses](#)).
- sequencing words expressions and phrases
- [Life at school: the perfect tense – Worksheet and Teaching notes](#))
- *antes de/después de haber etc/mientras/desde hace/acabar de* developing greater complexity in spoken and written accounts of past events or experiences.
- weather expressions with *hacer*
- possessive pronouns *mío etc*

Month 9

Theme

- Current and future study and employment.

Topic

- Education post-16.

See resources:

[La universidad](#)

Grammar

- use of 'lo' in 'lo que' and lo + adjective; building on *si* clauses with present and future
- more complex two verb structures (*tener la intención de/tener ganas de/tener el derecho de*)

Month 10

Year-end assessments

Months 10 and 11

Theme

- Identity and culture

Topic

- Transition to Year 2: Me, my family and friends
 - Marriage

See resources:

[Parejas famosas](#)

Grammar

- revisiting adjectives to describe and use of *que* to describe ideal partner and enhance descriptions
- Gerund
- revision of future tense to outline future plans
- direct and indirect object pronouns

Year Two

Month 1

Theme

- Local, national. International and global areas of interest

Topic

- Global issues
 - The environment

See resources:

[El medio ambiente](#)

[Entrevista: el medio ambiente](#)

[Para salvar nuestro planeta](#)

Grammar

- modal verbs linked to behaviours (must do/can do/should do/could do etc)
- past tense for effects of behaviours on environment
- *si* sentences revised for outlining consequences of actions
- pluperfect tense perspective.

Month 2

Theme

- Local, national. International and global areas of interest

Topic

- Global issues
 - The environment

See resources:

[El medio ambiente](#)

[Entrevista: el medio ambiente](#)

[Para salvar nuestro planeta](#)

Grammar

- modal verbs linked to behaviours (must do/can do/should do/could do etc)
- past tense for effects of behaviours on environment
- *si* sentences revised for outlining consequences of actions
- pluperfect tense perspective.

Month 3

Theme

- Current and future study and employment

Topic

- Career choices and ambitions

See resources:

[Starter on jobs](#)

[¿Qué te gustaría hacer en el futuro?](#)

[Buscando trabajo](#)

Grammar

- enhanced statements of possibility including subjunctive after conjunctions of time (*cuando*)
- *quisiera*

Months 4 and 5

Theme

- Identity and culture

Topic

- Technology in everyday life
 - Social media
 - Mobile technology

See resources:

[La tecnología](#)

[Las redes sociales](#)

- Mock examination/assessment

See resources:

[Revisión gramática GCSE](#)

Grammar

- revision of past tenses to recount how social media have been used; or life before technology
- *gracias a/sin/con*
- enhanced statements of possibility including *permitir, es posible que* + subjunctive.

Month 6

Theme

- Local, national, international and global areas of interest

Topic

- Global issues
 - Poverty

See resources:

[Problemas en tu región](#)

Grammar

- *si fuera...*
- *si tuviera que...* with conditional completions
- *hay que* + infinitive and *es importante que* + subjunctive
- verbs of emotion + subjunctive

Months 7, 8 and 9

Revision and preparation for assessment

Months 10 and 11

Assessment

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. 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.