

OCL Spanish Curriculum: Long Term Plan

Year 7

Brief overview

In year 7, students arrive with varying levels of prior knowledge and understanding of other languages. Students begin by engaging with the idea of why we learn a language and the importance of languages within our global community. Teachers work closely with students this year to develop their understanding of key concepts in Spanish, such as conjugation of key regular and irregular verbs, and their understanding of different time frames. Students are taught in their first half term of learning, how to communicate with their peers and their teacher in the classroom, by learning the key vocabulary and structures to enable them to use the language within the context of the classroom. This involves understanding, recognising and producing high frequency verbs in the language studied, through the 4 skills; listening, reading, writing and speaking, which are embedded frequently in each module studied. As they progress throughout year 7, they revisit the concept of conjugation through a range of topics and learn how to express themselves and their opinions on a wide range of topics, such as free time, holidays and school. Students acquire a secure knowledge of basic, high frequency vocabulary across these topics, which are then revisited in different contexts, so that they are consolidated throughout the year. As well as learning the present tense across the course of the year, students also learn how to conjugate the immediate future tense and learn some key verbs in the past tense. This enables them to speak and write with increasing confidence throughout the year. Their learning throughout this foundational year is consolidated through the study of a film from the Spanish speaking world in the summer term, where they use the language they have learnt to describe events that have happened in the film and make predictions using the future tense. The film module also gives students access to learning about the culture and global communities where the language is spoken, developing their cultural understanding. In this year of study, students have regular opportunities for speaking practice, with a focus on becoming confident communicators with the ability to speak spontaneously with their peers. Students will be encouraged to speak spontaneously in the present tense and the immediate future tense in order to solidify their understanding of key grammar.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	In class	My world	My family, friends and I	My school and studies	Holidays	Film: El Dorado
Relevant core concepts	<p>Mechanics of Language – (grammar/ phonics and pronunciation/ competence): recognition and production of language through correct use of phonics, understanding and identification of key elements of genders of nouns, knowing how to conjugate the three regular verb groups, knowing the formation rules of three time frames (past, present and future) and knowing the key elements of a sentence and which specific language alters the syntax of a sentence</p> <p>Communication - (speaking/ writing/ translation/ pronunciation/ vocabulary/ competence/ character): development of spoken and written language beyond a basic response, Coping with unprepared situations and using spontaneous/ unrehearsed language, narrating events when appropriate, awareness of different registers and when to use them appropriately, knowing how to successfully convey information from one language to another, knowledge of key elements needed for effective spoken and written communication</p> <p>Comprehension - (reading/ listening/ vocabulary/ competence/ character): Acquiring and building on a wide vocabulary base for comprehension purposes, appreciation of a range of spoken and written media in the TL (Cultural, literary, exam specific), identifying ‘triggers’ or ‘red herring’ in a spoken or written text, Knowledge of audible and visible key features of tenses of regular and irregular verbs, understanding key elements (vocabulary and structures) needed to listen or read for gist information on a specific subject</p> <p>Intercultural Understanding - (cultural capital/ community): understanding what makes the TL countries different from the UK, understanding what we have in common with the TL countries, knowing how culture has evolved in the TL countries, knowledge of basic facts and figures about the demography, area, climate and industry in the TL countries, awareness of current events in the TL countries, appreciation of popular culture (music, film, art, sport, literature, celebrities) in the TL countries</p>					
Relevant end points	<p>Mechanics of Language</p> <p>ML1.7 Accurate pronunciation and intonation of key phonics and vocabulary</p> <p>ML2.7 Using correct forms of relevant definite/indefinite articles, adjectives, nouns, verbs and pronouns depending on gender</p> <p>ML3.7 Make the transition from an infinitive to a conjugated verb (1st/ 2nd and 3rd person singular, , 1st person plural)</p> <p>ML4.7 Production of syntactically correct short sentences in the Target Language</p> <p>ML5.7 Ability to conjugate an infinitive of a verb into present, immediate future and conditional (1st/ 2nd/ 3rd person singular, 1st person plural) perfect (3rd person singular)</p> <p>Communication</p> <p>Comm1.7 Applying use of correct register in everyday transactions and dialogues</p> <p>Comm2.7 Translation of short sentences between two languages</p> <p>Comm3.7 Rephrasing and repairing language (adapting for real life situations)</p> <p>Comm4.7 Application of connectives, lexical structures, basic opinions, reasons and justification phrases</p> <p>Comm5.7 Speaking accurately and fluently with good pronunciation, accent and intonation</p> <p>Comm6.7 Producing written language fit for purpose</p> <p>Comprehension</p> <p>Comp1.7 Ability to comprehend, interpret and identify key points from a given short paragraph</p> <p>Comp2.7 Transcribing spoken short TL sentences accurately</p> <p>Comp3.7 Understanding the overarching message in a short spoken or written piece by skimming or scanning</p> <p>Comp4.7 Consider ‘triggers’ and manage ‘red herrings’ to answer questions and form conclusions</p> <p>Comp5.7 Ability to recall and apply vocabulary to a limited range of cross thematic stimuli</p> <p>Comp6.7 Ability to infer meaning in new or unfamiliar situations</p> <p>Comp7.7 Differentiate between time frames for the purpose of responding to comprehension tasks on a range of texts and extracts (cultural, literary, assessment focused)</p>					

	<p>Intercultural Understanding</p> <p>IU1.7 To be able to define and describe the key cultural aspects of the TL countries</p> <p>IU2.7 To compare and contrast the culture of TL countries with the UK</p> <p>IU3.7 To draw conclusions about TL countries based on facts and figures</p> <p>IU4.7 To understand, appreciate and evaluate the key features of TL film, literature and music</p> <p>IU5.7 To be able to deconstruct stereotypes about the target language countries and their people</p> <p>IU6.7 An ability to think beyond the local context and more internationally</p>					
<p>Core substantive knowledge</p>	<ul style="list-style-type: none"> The Spanish speaking world and the Spanish alphabet How cognates can help us in our language learning Knowledge that there are three types of infinitive verbs in Spanish (AR / ER / IR) Introduction to infinitive structures Modal verb poder: Puedo + range of infinitive verbs for the classroom Asking someone how they are and responding Estar: (Yo, él/ella) + adjectives Introduction to adjectival agreement Introduction to negative structures Agreement/disagreement 	<ul style="list-style-type: none"> Family members Tener (1st person sing.) Indefinite articles Estar: (1st/ 3rd person) Ser: (1st/ 3rd person) Descriptions with ser Revisit adjectival agreement Negative structure 'no' Present tense AR verb conjugation (yo / el/ella) Range of AR infinitives Expressing opinions on free time activities. Opinion phrases + range of infinitive verbs Time phrases 	<ul style="list-style-type: none"> Nationalities (link to concept of AA from Aut 2) Months of the year Tener: present tense 1st, 2nd and 3rd person (+ numbers 1-31 for age) Colour poem (link to concept of AA from Aut 2) Physical descriptions with tener: (hair/ eyes) Revisit family members + possessive adjectives Ser: present tense 1st, 2nd and 3rd person Personality descriptions with ser Describing personality (revisit Aut 2 adjectives) Adjectival agreement 	<ul style="list-style-type: none"> Regular verb estudiar (1st, 3rd sing., 1st person plural) Expressing opinions + definite article Definite article + school subjects Adjectives to describe subjects Adjectives to describe teachers Adjectival agreement Present tense AR verb conjugation (yo, tú, él/ella, nosotros) Range of AR verbs for what you do at school Numbers 1-12 and time Near future tense, ir (yo, nosotros) Describing what we are going to do in the future 	<ul style="list-style-type: none"> Spanish speaking countries A la + al Para + infinitive Coger + transport Complex opinions AR present tense verbs (yo / tu / él/ella / nosotros) AR verbs for activities on holiday Conditional tense (me gustaría + le gustaría + infinitive) Immediate future tense using 'ir' + infinitive (yo, él/ella, nosotros) Querer (yo) 	<ul style="list-style-type: none"> Film genres Giving your opinion on the film using a range of opinions and justifications. Range of adjectives to give opinions Using tener and ser to describe characters (él/ella) Physical descriptions Describing the weather in present tense Giving predictions about the film using the immediate future (va a, van a + infinitive) Range of infinitive verbs Querer (1st person singular, 3rd person singular): say what you want to watch Introduction to the preterite tense (3rd person singular of AR verbs)
<p>Core disciplinary knowledge</p>	<ul style="list-style-type: none"> To be able to describe a Spanish speaking world beyond Europe and why we learn Spanish in school. To be able to recognise the Spanish alphabet and spell some Spanish speaking countries phonetically To be able to apply justifications in the context of « ¿qué tal? » To be able to describe what an infinitive verb is To be able to talk about school rules using 'hay que/ no hay que' + a range of infinitive verbs To be able to ask questions in class using 'puedo' + infinitives (this is so that students can communicate) 	<ul style="list-style-type: none"> To be able to say who is in your own family and that of others To be able to describe who is in your wider family To be able to use 1st person present tense of 'tener' to say who is in your family To be able to apply adjectival agreement rules To be able to use 1st and 3rd person present tense of 'ser' to describe the personality of yourself and others To be able to use the negative structure 'no + verb' to say what yourself and others are not like To be able to use a variety of opinions to say what you like 	<ul style="list-style-type: none"> To be able to understand and describe a range of nationalities To be able to recognise and apply months and key graphemes To be able to apply numbers up to 31 to say our birthdays To be able to apply tener (yo / tú / él/ella) to describe our age. To be able to understand a poem and recognise colours in Spanish To be able to apply tener (yo / tú / él/ella) and colours to describe appearance To be able to apply ser (yo / tú / él/ella) and adjectives to describe appearance 	<ul style="list-style-type: none"> To be able to express a range of opinions on school subjects To be able to recognise and apply a range of adjectives To be able to describe what there is and is not in school To be able to recognise and apply comparatives To be able to conjugate AR verbs in the present tense To be able to describe the school day using time To be able to describe the school day using time Revision for the topic 	<ul style="list-style-type: none"> To be able to say which Spanish speaking countries you want to visit To be able to say how you like/ dislike to travel To be able to discuss different types of holidays To be able to conjugate (some) AR verbs in the present tense to discuss holiday activities To be able to describe a visit in the present tense To be able to use the future tense to 	<ul style="list-style-type: none"> To be able to give and justify opinions on film To be able to describe physical characteristics and personality To be able to talk about the weather in the present tense To be able to understand and express opinions about a song To be able to make predictions using the near future tense To be able to make predictions, using the near future tense and use the preterite, to describe what has happened To be able to use the 3rd person singular and plural to describe events in the film To write a film review using the preterite tense To be able to practice our language skills

	<p>their needs/wants in the classroom from now)</p> <ul style="list-style-type: none"> • To be able to use a range of adjectives to give justifications, and introduce students to the concept of adjectival agreement (+e) • To practice translation skills and revise key vocabulary and structures from the topic • To be able to identify QuACNOTT language components • To be able to write 60 words on the topic in Spanish • To be able to practice our language skills 	<p>and dislike doing using AR infinitives phrases</p> <ul style="list-style-type: none"> • To be able to use and recognise the singular forms of present tense AR verbs • To be able to use and recognise the 3rd person singular form of present tense AR verbs • To practise writing skills • To be able to practice our language skills 	<ul style="list-style-type: none"> • To be able to recognise and use possessive adjectives and a range of adjectives to describe our family. • To revise the key content from the topic with a focus on speaking and reading. • To be able to practice our language skills 	<ul style="list-style-type: none"> • To be able to practice our language skills 	<p>describe what you are going to do on holiday</p> <ul style="list-style-type: none"> • To be able to write about future holidays using the near future tense • To be able to use the conditional tense to describe your and others' dream holidays • To be able apply our learning in an extended writing question • To be able to practice our language skills 	
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Brief overview

In year 8, students begin by learning how to describe their home and local community, as well as discovering information and ideas about communities where the language is spoken, through exposure to texts and images from these communities. While students will have learnt key concepts such as conjugation in the present tense and worked with the immediate future and the past tense in year 7, they will continue to consolidate their knowledge of these key grammatical structures throughout this year. The introduction to the preterite tense students at the end of Year 7 will be built on and consolidated across the units in year 8, enabling them to speak and write with more complexity than in year 7 and write confidently by using multiple tenses together. Students are given the opportunity to further develop their knowledge of key high-frequency vocabulary from year 7 and expand this knowledge to be able to express a wider range of opinions on the new topics studied, such as being able to give opinions on clothing and food. In the food module, in the second part of the year, students develop their language skills across 3 time frames, consolidating their learning from the year and from year 7. The film module gives students the opportunity to engage with the culture from the Spanish-speaking world, for them to also develop their understanding of other cultures. Finally, students consolidate their learning of high-frequency verbs and structures at the end of the year through the study of different schools from the Spanish speaking world, so that they enter year 9 with a stronger base of knowledge and grasp of key grammatical concepts. Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. Students in year 8 will be encouraged to tackle spontaneous speech across different time frames, for their application of grammatical structures to become more automatic.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	My house and home	Sports and leisure	My clothes, my look	At the market	School in the Hispanic world	Film: Coco
Relevant core concepts	<p>Mechanics of Language – (grammar/ phonics and pronunciation/ competence): recognition and production of language through correct use of phonics, understanding and identification of key elements of genders of nouns, knowing how to conjugate the three regular verb groups, knowing the formation rules of three time frames (past, present and future) and knowing the key elements of a sentence and which specific language alters the syntax of a sentence</p> <p>Communication - (speaking/ writing/ translation/ pronunciation/ vocabulary/ competence/ character): development of spoken and written language beyond a basic response, Coping with unprepared situations and using spontaneous/ unrehearsed language, narrating events when appropriate, awareness of different registers and when to use them appropriately, knowing how to successfully convey information from one language to another, knowledge of key elements needed for effective spoken and written communication</p> <p>Comprehension - (reading/ listening/ vocabulary/ competence/ character): Acquiring and building on a wide vocabulary base for comprehension purposes, appreciation of a range of spoken and written media in the TL (Cultural, literary, exam specific), identifying ‘triggers’ or ‘red herring’ in a spoken or written text, Knowledge of audible and visible key features of tenses of regular and irregular verbs, understanding key elements (vocabulary and structures) needed to listen or read for gist information on a specific subject</p> <p>Intercultural Understanding - (cultural capital/ community): understanding what makes the TL countries different from the UK, understanding what we have in common with the TL countries, knowing how culture has evolved in the TL countries, knowledge of basic facts and figures about the demography, area, climate and industry in the TL countries, awareness of current events in the TL countries, appreciation of popular culture (music, film, art, sport, literature, celebrities) in the TL countries</p>					
Relevant end points	<p>Mechanics of Language</p> <p>ML1.8 Accurate pronunciation and intonation of key vocabulary and short sentences</p> <p>ML2.8 Using correct forms of relevant definite/indefinite articles, adjectives, nouns, verbs and pronouns depending on gender</p> <p>ML3.8 Make the transition from an infinitive to a conjugated verb (1st/ 2nd and 3rd person singular, 3rd person plural)</p> <p>ML4.8 Production of syntactically correct longer sentences in the Target Language</p> <p>ML5.8 Ability to conjugate an infinitive of a verb into present tense (full paradigm), immediate future and conditional tenses (1st/ 2nd/ 3rd person singular, 1st person plural) and perfect tense (3rd person singular)</p> <p>Communication</p> <p>Comm1.8 Applying use of correct register in everyday transactions and dialogues</p> <p>Comm2.8 Translation of sentences between two languages</p> <p>Comm3.8 Rephrasing and repairing language (adapting for real life situations)</p> <p>Comm4.8 Application of connectives, lexical structures, simple opinions, reasons and justification phrases</p> <p>Comm5.8 Speaking accurately and fluently with good pronunciation, accent and intonation</p> <p>Comm6.8 Producing written language fit for purpose</p> <p>Comprehension</p> <p>Comp1.8 Ability to comprehend, interpret and identify key points from a given short text or extract</p> <p>Comp2.8 Transcribing spoken TL sentences accurately</p> <p>Comp3.8 Understanding the overarching message in a spoken or written piece by skimming or scanning</p> <p>Comp4.8 Consider ‘triggers’ and manage ‘red herrings’ to answer questions and form conclusions</p> <p>Comp5.8 Ability to recall and apply vocabulary to a limited range of cross thematic stimuli</p> <p>Comp6.8 Ability to infer meaning in new or unfamiliar situations</p> <p>Comp7.8 Differentiate between time frames for the purpose of responding to comprehension tasks on a range of texts and extracts (cultural, literary, assessment focused)</p> <p>Intercultural Understanding</p> <p>IU1.8 To be able to define and describe the key cultural aspects of the TL countries</p> <p>IU2.8 To compare and contrast the culture of TL countries with the UK</p>					

	<p>IU3.8 To draw conclusions about TL countries based on facts and figures IU4.8 To understand, appreciate and evaluate the key features of TL film, literature and music IU5.8 To be able to deconstruct stereotypes about the TL countries and their people IU6.8 An ability to think beyond the local context and more internationally</p>					
<p>Core substantive knowledge</p>	<ul style="list-style-type: none"> • Present tense VIVIR (1st and 3rd person plural) + types of homes and locations • Estar + location • Hay/ no hay + rooms in the house • Describing locations of rooms in the house using prepositions • Describing your area with opinions + justifications • Revisit ser + adjectives • Adjectival agreement (revisit year 7 rules + adjectives that end in A or E) • Describing where you will live in the future • Querer (1st, 2nd, 3rd person sing.) • The verb ir and the future tense (revisit Y7 yo / él/ella / nosotros) 	<ul style="list-style-type: none"> • AR verbs: revisit present tense (yo, él/ella, nosotros, ellos/as) • ER / IR verbs (yo, él/ella): present tense • Irregular verbs hacer + jugar • Sports + hacer & jugar • A + el • Saying what you like/don't like to do in your free time and giving justifications • (revisit Y7 adjectives + more complex justifications) • Negatives: revisit no, + jamás • Time phrases • Preterite tense: AR verbs 1st, 2nd person sing, ER / IR verbs 1st, 2nd person sing., Hacer 1st. Jugar 1st • Immediate future tense (voy a + infinitive) 	<ul style="list-style-type: none"> • Items of clothing • Adjectival agreement of clothes with the colour • Colours • Adjectives t describe clothing • Present tense AR verb: Llevar (full paradigm) • Para + infinitive • Different events and celebrations • Demonstrative pronouns • High-level opinions on clothes • Preterite tense AR verbs (él/ella) to describe Cristóbal Balenciaga, a Spanish designer 	<ul style="list-style-type: none"> • Food and drink • Adjectival agreement • Ser (es / son) • Tener (yo/ tú / él/ella) + sed, hambre • Tener + sed/hambre used as justification • Key verbs related to being at the market • Saying how much something costs in the market using numbers 1-31 • Comparative structures to compare the cost of items • Conditional tense (Me gustaría)+ infinitive • Present tense AR verb tomar (yo / tú / él/ella) • Present tense ER verb comer (yo / tú / él/ella) • AR and IR verbs to describe La Tomatina. • Preterite tense AR verbs (1st person) to describe la tomatina festival • Preterite tense SER (fue + adjective) • Preterite tense ER and IR verbs (yo, tú, él/ella) • Fue + adjective 	<ul style="list-style-type: none"> • Spanish speaking countries • Grammatical structures and skills: use of estar + location (él/ella) • Expressing two sides of an opinion • Adjectival agreement with a focus on mucho(s), a(s) • Revisiting of adjectives • Familiar and les familiar methods of transport • Clothing/ uniform • Languages • Food • Present tense regular ER verb conjugation (full paradigm) • Preterite AR/ER/IR verbs (Yo /él/ella / nosotros / ellos/as) 	<ul style="list-style-type: none"> • Film genres • Opinion + infinitive (+ justification) • Range of adjectives to give opinions • Physical descriptions • Descriptions with ser • Range of relevant verbs • Present tense AR in the 3rd person singular and plural to describe what characters are doing • IR (él/ella / ellos/as) + infinitive • Immediate future tense to make predictions about the film (él/ella, ellos/as) • Será to make predictions about the film • Preterite tense to describe what has happened (AR/ER verbs in the 3rd person singular and plural) • Preterite tense opinions: • Negatives revisit
<p>Core disciplinary knowledge</p>	<ul style="list-style-type: none"> • To be able to describe what there is/ is not in your house (vocabulary for rooms in the house) • To be able to describe what it is like where you live (adjectives to describe house, rooms, area) • To be able to use key verbs 'hay, es and está' to describe where you live • To be able to use the verb 'vivir' in the present tense to describe where you live 	<ul style="list-style-type: none"> • To be able to use a range of key verbs on free time. • To be able to conjugate AR verbs to talk about free time in the present tense. • To be able to conjugate ER and IR verbs to talk about free time in the present tense. • To be able to use a range of opinions and reasons to talk about free time activities • To be able to say a range of sports in Spanish using 'jugar' 	<ul style="list-style-type: none"> • To be able to describe what we like to wear and recognise key graphemes (que, ch, ca, u) • To be able to recognise and describe the colours of clothing using adjectival agreement • To be able to conjugate the AR verb llevar (yo / tú / él/ella) • To be able to describe the events we attend using para + infinitives 	<ul style="list-style-type: none"> • To express opinions on food, apply adjectival agreement and the SSCs • To recognise and apply the verb 'ser' (it is/they are) in singular and plural descriptions of foods • To recognise and apply the regular AR verb 'tomar' (yo / tú / él/ella) • To recognise and apply the regular ER verb 'comer (yo / tú / él/ella) 	<ul style="list-style-type: none"> • To be able to talk about different countries from the Hispanic world using está, and to understand the history of the Hispanic speaking world • To be able to describe different school buildings and apply adjectival agreements • To be able to describe how students get to school and learn ER conjugation in present tense 	<ul style="list-style-type: none"> • To express opinions on film genres and apply higher level justifications to explain opinions • To revisit physical descriptions and apply 'tiene' and 'es' to describe the characters from the film • To learn about the Day of the Dead and they key vocabulary associated with it. • To explore the music from the film and apply 'será' to make predictions on the genre of the film and the SSC 'á'

	<ul style="list-style-type: none"> To be able to describe location of where you live (Peru focus) To be able to use prepositions to describe where you live (Peru focus) To be able to describe your future home using the verb 'querer' To be able to describe your future home using the near future tense To revise the key vocabulary and verbs used in the topic of house and home To be able to write about your house and home (60 words) To be able to practice our language skills 	<p>and 'hacer' in the present tense.</p> <ul style="list-style-type: none"> To be able to use a range of negatives to talk about free time. To be able to learn and use the immediate future tense to talk about free time. To be able to revise and consolidate understanding of the immediate future tense to talk about free time. To be able to use the preterite (past) tense to talk about free time. To be able to revise and consolidate understanding of the immediate future tense to talk about free time. To be able to write an extended piece of writing on the topic. To be able to practice our language skills 	<ul style="list-style-type: none"> To be able to express opinions on different looks using a range of adjectives To be able to recognise and apply demonstrative pronouns To be able learn about Cristóbal Balenciaga and recognise and apply the preterite tense for the 3rd person (él/ella) To be able apply the preterite tense to our work (yo / tú / él/ella) To revise for the post unit assessment To be able to practice our language skills 	<ul style="list-style-type: none"> To apply the numbers 13-31 in the context of shopping at the market To recognise and apply comparatives in the context of cost comparison To apply the verb tener to describe hunger and thirst To recognise and apply the conditional tense to make an order To recognise and apply the preterite tense with AR verbs To recognise and apply the preterite tense with IR verbs To be able to practice our language skills 	<ul style="list-style-type: none"> To be able to describe what students wear to go to school (revisit para + infinitive) To describe which languages are learnt around the world and revisit ER conjugations in present tense To be able to describe what students eat in the canteen revisit ER conjugations in present tense To describe a day at school yesterday (I / he/she / we / they) Writing skills (also serves to revise this Summer 2 unit) Reading skills Listening skills 	<ul style="list-style-type: none"> To apply present tense third person descriptions to say describe what the characters are doing To revisit and apply 3rd person singular and plural future tense in producing predictions on what will happen in film and the SSC 'v' To learn about Frida Kahlo's life and art To recognise and apply negative structures in the future tense and the SSC 'j' To recognise and apply the 3rd person singular past tense to describe what has happened in the film and the SSC 'ó' To recognise and apply the 3rd person plural past tense to describe what has happened in the film To apply two tenses to predict what will happen and describe what has happened in the film To write a summary of the film using the past tense and the SSC 'ue'
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Year 9

Brief overview

Year 9 is a foundational year where students consolidate their knowledge of key vocabulary and structures from year 7 and 8, while being exposed to more complex topics. The work done in year 9 helps to develop students' use of key grammatical structures, especially by using multiple tenses and using at least 3 different time frames. Students also consolidate some of the more basic grammatical elements of previous years of study, such as present tense conjugation of regular and irregular verbs. They learn to give increasingly more complex opinions and a range of justifications to discuss their experiences, describe their local communities and learn about global communities. The school module consolidates some of the vocabulary learnt in year 7 and 8 and extends this to include more complex descriptions of their school, allowing students to express their opinions and use the language for their own purposes. We also encourage students to discuss career choices and ambitions. The film module in year 9 helps to revise and consolidate key grammar and structures, so that students feel confident at mastering and retaining them, while discussing a film from the Spanish speaking world. The final module of year 9 gives an added opportunity for students to engage with festivals and celebrations in the Spanish speaking world. Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. Students in year 9 will be encouraged to speak using a range of tenses so that their use of these grammatical structures becomes more automatic. They should also be able to speak about a range of topics.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Travel & Holidays	My area	School days	Looking to the future	Customs & Festivals Film:	Voces Inocentes
Relevant core concepts	<p>Mechanics of Language – (grammar/ phonics and pronunciation/ competence): recognition and production of language through correct use of phonics, understanding and identification of key elements of genders of nouns, knowing how to conjugate the three regular verb groups, knowing the formation rules of three time frames (past, present and future) and knowing the key elements of a sentence and which specific language alters the syntax of a sentence</p> <p>Communication - (speaking/ writing/ translation/ pronunciation/ vocabulary/ competence/ character): development of spoken and written language beyond a basic response, Coping with unprepared situations and using spontaneous/ unrehearsed language, narrating events when appropriate, awareness of different registers and when to use them appropriately, knowing how to successfully convey information from one language to another, knowledge of key elements needed for effective spoken and written communication</p> <p>Comprehension - (reading/ listening/ vocabulary/ competence/ character): Acquiring and building on a wide vocabulary base for comprehension purposes, appreciation of a range of spoken and written media in the TL (Cultural, literary, exam specific), identifying 'triggers' or 'red herring' in a spoken or written text, Knowledge of audible and visible key features of tenses of regular and irregular verbs, understanding key elements (vocabulary and structures) needed to listen or read for gist information on a specific subject</p> <p>Intercultural Understanding - (cultural capital/ community): understanding what makes the TL countries different from the UK, understanding what we have in common with the TL countries, knowing how culture has evolved in the TL countries, knowledge of basic facts and figures about the demography, area, climate and industry in the TL countries, awareness of current events in the TL countries, appreciation of popular culture (music, film, art, sport, literature, celebrities) in the TL countries</p>					
Relevant end points	<p>Mechanics of Language</p> <p>ML1.9 Accurate pronunciation and intonation of sentences</p> <p>ML2.9 Using correct forms of relevant definite/indefinite articles, adjectives, nouns, verbs and pronouns depending on gender</p> <p>ML3.9 Make the transition from an infinitive to a conjugated verb (1st/ 2nd and 3rd person singular, 3rd person plural)</p> <p>ML4.9 Production of syntactically correct extended sentences in the Target Language</p> <p>ML5.9 Ability to conjugate an infinitive of a verb into present tense (full paradigm), immediate future, perfect and conditional tenses (1st/ 2nd/ 3rd person singular, 1st person plural), imperfect tense (3rd person singular) and simple future (1st person singular).</p> <p>Communication</p> <p>Comm1.9 Applying use of correct register in everyday transactions and dialogues</p> <p>Comm2.9 Translation of longer sentences between two languages</p> <p>Comm3.9 Rephrasing and repairing language (adapting for real life situations)</p> <p>Comm4.9 Application of connectives, lexical structures, extended opinions, a variety of reasons and justification phrases</p> <p>Comm5.9 Speaking accurately and fluently with good pronunciation, accent and intonation</p> <p>Comm6.9 Producing written language fit for purpose</p> <p>Comprehension</p> <p>Comp1.9 Ability to comprehend, interpret and identify key points from a given longer text or extract</p> <p>Comp2.9 Transcribing longer spoken TL sentences accurately</p> <p>Comp3.9 Understanding the overarching message in a spoken or written piece by skimming or scanning</p> <p>Comp4.9 Consider 'triggers' and manage 'red herrings' to answer questions and form conclusions</p> <p>Comp5.9 Ability to recall and apply vocabulary to a wider range of cross thematic stimuli</p> <p>Comp6.9 Ability to infer meaning in new or unfamiliar situation</p> <p>Comp7.9 Differentiate between time frames for the purpose of responding to comprehension tasks on a range of texts and extracts (cultural, literary, assessment focused)</p> <p>Intercultural Understanding</p> <p>IU1.9 To be able to define and describe the key cultural aspects of the TL countries</p> <p>IU2.9 To compare and contrast the culture of TL countries with the UK</p> <p>IU3.9 To draw conclusions about TL countries based on facts and figures</p> <p>IU4.9 To understand, appreciate and evaluate the key features of TL film, literature and music</p>					

	IU5.9 To be able to deconstruct stereotypes about the TL countries and their people IU6.9 An ability to think beyond the local context and more internationally					
Core substantive knowledge	<ul style="list-style-type: none"> IR in the present tense (full paradigm) to say where you go on holiday. Countries and linked continents ESTAR (él/ella, ellos/ellas) + SER (él/ella, ellos/ellas) Different locations Transport Giving opinions on different types of accommodation using adjectives and justifications. Accommodation Talking about the importance of holidays using 'se puede' + a range of infinitives Model verb PODER + key AR verb Preterite tense: AR/ER/IR verbs (yo / él/ella / nosotros / ellos/as) Preterite tense 'IR' (yo / nosotros) to say where you went on holiday Using the imperfect 'era + adjectives' to describe what holidays/activities were like 	<ul style="list-style-type: none"> VIVIR (revisit, seen Y8 Aut 1, yo / él/ella / nosotros) + locations and compass points Present tense + desde hace + time period to express how long something has been happening Describing houses using Hay / no hay + rooms in the house Adjectives to describe town (revisit adjectival agreement rules from Y7) Differences between Ser and Estar (él/ella) Revisit estar + location to give directions Prepositions Present and Imperfect tense to describe what there is/ used to be in a town (Hay / había) Variety of shops Relative pronouns and the verb PODER (donde puedo) Modal verb se puede + infinitive + activities in the town 	<ul style="list-style-type: none"> Range of opinions + school subjects using correct agreement Direct object pronouns AR verbs present tense: full paradigm Range of infinitive verbs for life at school Describing a school day in Spain using 3rd person plural Using comparatives to compare school subjects Present tense of irregular verb tener (él/ella, nosotros) + facilities: Indefinite articles Impersonal expressions + school rules Demonstrative adjectives Preterite tense regular AR and ER verbs (full paradigm) to describe a day at school Preterite tense of irregular verb tener Using the singular form of the imperfect tense to describe your primary school Using the conditional tense to describe the future hopes of young people 	<ul style="list-style-type: none"> Different types of Jobs in masc and fem Using conditional tense to describe future dreams Describing what people would like to be in the future + indirect object pronouns Range of infinitive verbs to describe future plans Part-time jobs/chores Talking about what you can do in different jobs using impersonal construction with PODER + infinitive Comparative structures to compare future plans Revisiting future tense IR + infinitive (yo, él/ella, nosotros). Introduction to simple future 1st person sing. é The verb querer (yo) Preterite tense AR (full paradigm) and IR (yo, ellos/as) Giving arguments for and against marriage 	<ul style="list-style-type: none"> Countries in the Hispanic world Describing elements of different countries in the Spanish-speaking world (population size, main trade products) Names of key Hispanic festivals Describing what people do at different festivals (3rd person plural present tense verbs) Range of infinitive verbs Demonstrative adjectives Describing a festival in the past tense (preterite tense AR/ER/IR verbs full paradigm) Describing festival in the past using the verb 'ir' (preterite full paradigm) Imperfect vs preterite tense- using them together to talk about a past festival experience (Using 'era' for descriptions in the past). 	<ul style="list-style-type: none"> Predicting the genre of the film using 'pienso que es una película de...' + film genres Using a range of adjectives to describe the film Range of adjectives to give opinions Physical descriptions Personality descriptions Giving predictions about what is going to happen in the film using the immediate future (3rd person singular) Range of relevant infinitive verbs Describing what happened in the preterite tense (3rd person) Using Si phrases + conditional to say what you would do

<p style="text-align: center;">Core disciplinary knowledge</p>	<ul style="list-style-type: none"> To be able to say where you go on holiday and use 'ir + a, en' correctly To be able to say what transport you use to go on holiday using the correct preposition (en/ a) To be able to give opinions and justifications on different types of accommodation To be able to express a range of opinions on different types of holidays To be able to use the verbs ser and estar To be able to use the preterite tense to talk about holidays in the past To consolidate the preterite tense to talk about holidays in the past To be able to use the preterite tense of regular 'ar' verbs To be able to talk about why holidays are important and give a range of reasons using 'se puede' + infinitive To be able to write a 60 word text on holidays using a range of tenses To be able to practice our language skills 	<ul style="list-style-type: none"> To be able to use the verbs 'vivir' in the present tense to say where you live To be able to describe the rooms in a house and apply negatives (no) To be able to use the structure 'desde hace' + present tense To be able to describe a town using a range of adjectives To be able to use 'Hay' and 'Había' to say what there is/was in your town To be able to recognise and apply simple phrases in the imperfect tense To be able to recognise and apply prepositions in the context of a town To be able to recognise and apply prepositions in the context of a house To be able to apply 'se puede' with a range of infinitives To be able to use the verbs 'ser' and 'estar' correctly 	<ul style="list-style-type: none"> To be able to express opinions about different school subjects To be able to describe the compare different school structures To be able to recognise and apply direct object pronouns To observe a school day in Spain and compare it to our own, using comparatives and AR verbs To be able to describe our school days using AR verbs in the present tense To be able to say what there is / is not at our school and the school in Spain To be able to describe our school rules using hay que / se debe / está prohibido + infinitive To be able to recognise and apply preterite in the context of school To be able to understand and apply a range of verbs in the preterite tense To be able to recognise and apply the imperfect tense to describe in the past To be able to use the conditional tense to describe what you would like in the context of school To be able to practice our language skills 	<ul style="list-style-type: none"> To be able to talk about jobs and identify 1st, 2nd and 3rd person singular conditional (me/te/le gustaría) and the SSCs ci, ca and j To consolidate 1st, 2nd and 3rd person singular conditional (me / te / le gustaría) To be able to say what you can do in a job using "se puede + infinitive" and the SSC que, j and i To be able to recognise and apply the structure "cuando sea mayor" To be able to recognise and apply the structure "antes de + infinitive" and the SSC ll To be able to apply comparatives to compare jobs To be able to apply the past tense (1st person and 3rd person plural) to talk about household chores To be able to apply the recognise and apply past tense (full paradigm) To recognise and apply the near future tense. Some students will also be able to apply the simple future tense and the SSC é To be able to write about the future To be able to practice our language skills 	<ul style="list-style-type: none"> To be able to explore the Spanish speaking world To be able to discuss how people celebrate a variety of festivals To use listening skills to find out about different festivals To find out and discuss what happens during Las Fallas To find out and discuss a variety of different festivals using reading and listening skills in the third person To find out and discuss what happens during El Día de los muertos To be able to use and recognise the preterite (past) tense to describe a visit to a festival To be able to use and identify two past tenses (preterite and imperfect) To be able to use the conditional tense to describe festivals To practise the topic of holidays through reading and writing activities To practise the topic of town and neighbourhood through reading and writing activities To practise the topic of school through reading and writing activities To practise the topic of future plans through reading and writing activities 	<ul style="list-style-type: none"> To be able to discuss opinions of different film genres To be able to give physical and personality descriptions of characters To be able to use the near future tense to make predictions about the film To be able to use comparatives To be able to use near future and preterite tense to describe events in the film To be able to describe part one of the film in the preterite tense To be able to use set conditional phrases to discuss what I would do if I were in the film To be able to use obligation phrases to say what you would have to do during childhood in El Salvador To be able to use a variety of adjectives to describe the characters. To be able to write a review of the film To be able to practice our language skills
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Brief overview

In year 10, students begin Key Stage 4 with engaging in the topic of mobile technology and with consolidation of key grammatical structures students learnt at Key Stage 3 (such as present tense verb conjugation and para + infinitive), so that these structures become automatic. In the social issues module, students discuss issues that affect their own communities, as well as communities globally, and begin to give more complex opinions on these issues in speaking and writing. They are also encouraged to build a sense of global responsibility, through discussion of how they could help society themselves. They are also exposed to societal issues in the Spanish speaking world, by reading texts and watching videos to learn about recent protests that have taken place in the world, such as protests for women’s rights. Students are encouraged to approach these complex issues with sensitivity and empathy. Students learn to describe their family, friends and health habits in order to develop their character and ability to express their own beliefs and values. In the holidays in the hispanic world unit, students express their opinions with a complex range of structures and expressions, and are exposed to a range of authentic resources, including videos about festivals from the Spanish speaking world. This further develops their cultural awareness and understanding. The film module in year 10 is designed not only to consolidate students’ learning of high frequency verbs and structures, but also enables students to engage with issues of global significance in the Spanish speaking world. This gives students the opportunity to consolidate their learning of grammar from year 10 studies. Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Mobile Technology & Social Media	Healthy Living	Social Issues	Family, friends and future plans	Holidays in the Hispanic world [4 week unit, allowing 2 weeks for EOY revision]	Film: Diarios de motocicleta
Relevant core concepts	<p>Mechanics of Language – (grammar/ phonics and pronunciation/ competence): recognition and production of language through correct use of phonics, understanding and identification of key elements of genders of nouns, knowing how to conjugate the three regular verb groups, knowing the formation rules of three time frames (past, present and future) and knowing the key elements of a sentence and which specific language alters the syntax of a sentence</p> <p>Communication - (speaking/ writing/ translation/ pronunciation/ vocabulary/ competence/ character): development of spoken and written language beyond a basic response, Coping with unprepared situations and using spontaneous/ unrehearsed language, narrating events when appropriate, awareness of different registers and when to use them appropriately, knowing how to successfully convey information from one language to another, knowledge of key elements needed for effective spoken and written communication</p> <p>Comprehension - (reading/ listening/ vocabulary/ competence/ character): Acquiring and building on a wide vocabulary base for comprehension purposes, appreciation of a range of spoken and written media in the TL (Cultural, literary, exam specific), identifying ‘triggers’ or ‘red herring’ in a spoken or written text, Knowledge of audible and visible key features of tenses of regular and irregular verbs, understanding key elements (vocabulary and structures) needed to listen or read for gist information on a specific subject</p> <p>Intercultural Understanding - (cultural capital/ community): understanding what makes the TL countries different from the UK, understanding what we have in common with the TL countries, knowing how culture has evolved in the TL countries, knowledge of basic facts and figures about the demography, area, climate and industry in the TL countries, awareness of current events in the TL countries, appreciation of popular culture (music, film, art, sport, literature, celebrities) in the TL countries</p>					
Relevant end points	<p>Mechanics of Language</p> <p>ML1.10 Accurate pronunciation and intonation of longer sentences and texts</p> <p>ML2.10 Using correct forms of relevant definite/indefinite articles, adjectives, nouns, verbs and pronouns depending on gender</p> <p>ML3.10 Make the transition from an infinitive to a conjugated verb (full paradigm)</p> <p>ML4.10 Production of syntactically correct extended sentences in the Target Language</p> <p>ML5.10 Ability to conjugate an infinitive of regular and irregular verbs into present tense, immediate and simple future, perfect, imperfect and conditional tenses (full paradigm).</p> <p>Communication</p> <p>Comm1.10 Applying use of correct register in everyday transactions and dialogues</p> <p>Comm2.10 Translation of longer texts between two languages</p> <p>Comm3.10 Rephrasing and repairing language (adapting for real life situations)</p> <p>Comm4.10 Application of connectives, lexical structures, complex opinions, complex reasons and justification phrases</p> <p>Comm5.10 Speaking accurately and fluently with good pronunciation, accent and intonation</p> <p>Comm6.10 Producing written language fit for purpose</p> <p>Comprehension</p> <p>Comp1.10 Ability to comprehend, interpret and identify key points from several longer texts or extracts</p> <p>Comp2.10 Transcribing longer spoken TL paragraphs accurately</p> <p>Comp3.10 Understanding the overarching message in a spoken or written piece by skimming or scanning</p> <p>Comp4.10 Consider ‘triggers’ and manage ‘red herrings’ to answer questions and form conclusions</p> <p>Comp5.10 Ability to recall and apply vocabulary to a wide range of cross thematic stimuli</p> <p>Comp6.10 Ability to infer meaning in new or unfamiliar situations</p> <p>Comp7.10 Differentiate between time frames for the purpose of responding to comprehension tasks on a range of texts and extracts (cultural, literary, exam focused)</p> <p>Intercultural Understanding</p> <p>IU1.10 To be able to define and describe the key cultural aspects of the TL countries</p> <p>IU2.10 To compare and contrast the culture of TL countries with the UK</p> <p>IU3.10 To draw conclusions about TL countries based on facts and figures</p>					

	<p>IU4.10 To understand, appreciate and evaluate the key features of TL film, literature and music IU5.10 To be able to deconstruct stereotypes about the TL countries and their people IU6.10 An ability to think beyond the local context and more internationally</p>					
<p>Core substantive knowledge</p>	<ul style="list-style-type: none"> • Present tense regular AR verbs, IR verbs and ER verbs - full paradigm • Present tense irregular verbs full paradigms • Indirect object pronouns • TV vocabulary • Social media/technology vocabulary • Gracias a la/al • Para + infinitive • Expressing a range of opinions on Spanish music • Possessive adjectives • Arguments for and against social media/technology • Dangers of technology 	<ul style="list-style-type: none"> • Food and drink • Justifications • Present tense AR/ER/IR verbs for talking about different meal times • Present tense of the verb 'tener' • Expressions with 'tener' • Sports: jugar/ hacer • Extreme sports • Pronouns • Impersonal expressions to give advice about living a healthy life • Present tense conjugation of 'deber' full paradigm+ infinitives for things you should do to live a healthy life. • Future tense (simple) for verb 'hacer' and 'jugar' in relation to exercise • Imperfect tense to talk about health habits in the past 	<ul style="list-style-type: none"> • Social issues/ problems • Key verbs related to social issues/ problems • Conjugating regular present tense verbs AR/ER/IR. • Puede + range of infinitive verbs • More complex opinion phrases • Conditional tense- talking about an ideal world. Regular verbs and main irregulars • Conditional tense with 'si' clauses + conditional • Me gustaría + infinitive to what charity you would like to volunteer for • Actions to help society • Verb dar 	<ul style="list-style-type: none"> • Adjectival agreement for describing personality • Reflexive verbs in the present tense • Direct object pronouns to describe family and relationships • Vocab for marriage and partnership • Opinion phrases to argue for/against marriage • Adjectives and reasons for and against marriage • Vocab for family members • Imperfect tense for AR/ER/IR verbs + 'ser' (irregular: era) • Immediate future tense to talk about future plans • Simple future tense (higher ability) • Me gustaría + infinitive to say if you'd like to get married • Si clauses + future tense to talk about future plans. • Recognising different tenses together-past/present/future 	<ul style="list-style-type: none"> • El mundo hispanohablante y su historia • Countries • Colonialism • El transporte • Types of weather • Modal verbs poder / deber + infinitive • + range of holiday activities • Revisit: present tense (+ introduce stem changing verbs) AR/ER/IR verbs present tense + present and future si sentences • Present tense stem changing verbs • Preterite vs. imperfect tense: • Festivals: La Candelaria, El Día de los muertos, La Feria de Abril • Accomodation + demonstrative adjectives 	<ul style="list-style-type: none"> • Film genres • Physical descriptions • Personality descriptions • Range of relevant key verbs • Immediate future tense to predict what is going to happen • Adjectives to describe feelings • Relevant vocabulary on social issues • Describing the weather in the present and preterite tense • Imperfect tense SER and ESTAR • Regular preterite tense AR/ER/IR verbs to say what has happened in the film. • Conditional with 'si' phrases in the imperfect subjunctive • Understanding the wider importance and historical context of Ché Guevara in Latin America. • To understand details about the historical ruin of Machu Picchu. • Simple future tense • Imperfect subjunctive in 'Si fuera' + conditional tense
<p>Core disciplinary knowledge</p>	<ul style="list-style-type: none"> • To be able to talk how we use our phones using para + infinitive • To be able to recognise and apply AR verbs in the present tense • To be able to recognise and apply possessive adjectives • To be able to recognise and apply indefinite articles • To be able to express opinions on Spanish music 	<ul style="list-style-type: none"> • To be able to conjugate regular verbs in the present tense to talk about different food • To be able to practise reading, listening and writing skills to talk about food habits • To be able to use a range of meal time verbs in the present tense 	<ul style="list-style-type: none"> • To know the vocabulary for a range of social problems in Spanish • To be able to say what you should and shouldn't do using 'se necesita/ se debe' etc • To be able to conjugate regular present tense verbs to talk about social issues • To be able to give your opinion on a range of social issues 	<ul style="list-style-type: none"> • To be able to use a variety of adjectives to compare family members and friends • To be able to use ser and estar to describe personality and mood • To be able to use a range of reflexive verbs in the present tense 	<ul style="list-style-type: none"> • To be able to understand and use the vocabulary for different modes of transport • To be able to understand and apply the structure (no) hace/ (no) hay to describe the weather 	<ul style="list-style-type: none"> • To present the film Diarios de Motocicleta • To express opinions about film genres • To describe the characters in the films using tener and ser • To apply the future tense in making predictions about what is going to happen in the film • To revisit the use of ser and estar and apply to describe the film

	<p>and apply comparative structures</p> <ul style="list-style-type: none"> To be able to express opinions on social networks using the rule opinion + infinitive verb To be able to express two sides of an opinion To be able to apply the structure 'gracias a' To be able to recognise and apply ER verb endings in the present tense (yo / él/ella / nosotros) To be able to recognise and apply IR verb endings in the present tense (yo / él/ella / nosotros) To be able to talk about the benefits of mobile technology using modal verb poder To be able to talk about the dangers of mobile technology To be able to give advice on how to stay safe online using modal verb haber To be able to recognise and apply IOPs (recommend HPA only) 	<ul style="list-style-type: none"> To be able to say what food you like using me gusta + infinitive verbs To be able to understand details about ordering food out in a restaurant To be able to understand an account of a special meal in the Hispanic world To be able to describe different types of food and say if they are healthy or unhealthy To be able to use a range of verbs using 'tengo' to talk about food habits To be able to talk about different actions to live a healthy life in To be able to say what you eat and drink at different times using a range of complex sentence builders To be able to give advice about how to live a healthy life using impersonal expressions (se debe, hay que etc) To be able to write a 90 word text on healthy living To be able to talk about a range of sports using 'jugar' and 'hacer' in the present tense To be able to use the simple future tense to talk about sports you will play in the future To understand issues that affect young people's mental health To be able to say how you will look after your mental health in the future using the simple future tense To be able to practice our language exam skills 	<p>using 'me molesta/ me preocupa' etc</p> <ul style="list-style-type: none"> To be able to use 'puede' to say what the consequences of different social issues are To be able to recognise and form conditional verbs in Spanish To be able to use 'si' clauses and the conditional to describe a perfect world To be able to say what you can do to help To revise key vocabulary on social issues with a focus on protests about violence against women in Latin America To be able to write a 90/150 word text on social issues using a range of tenses and structures To be able to practice our language skills by practising exam-style questions. 	<ul style="list-style-type: none"> To be able to use singular and plural direct object pronouns To be able to use the imperfect tense in the first person singular and plural forms To be able to conjugate verbs in the imperfect tense to describe relationships To be able to recognise and apply the simple and near future tenses in the first person to discuss future plans To be able to apply the simple future (HPA) or near future (LPA) tense to discuss marriage and future plans To be able to express opinions on a variety of lifestyle choices To be able to discuss the pros and cons of marriage To be able to use si clauses to discuss future projects and plans To be able to use a variety of tenses to understand the stance on LGBTQ+ marriage in Spanish speaking countries To be able to practice our language exam skills 	<ul style="list-style-type: none"> To be able to describe the weather in the past and future tenses To describe what you can do on holiday using modal verbs poder and deber To revisit the endings for AR / ER / IR verbs in the present tense, in the context of holidays To be able to apply our knowledge of the present tense into 'si' sentences with the future tense (LPA near future, HPA simple future), which students have learnt this year To be able recognise some of the key festivals from the hispanic world (3rd person plural and stem changing verbs celebrar and preferir) To apply the past tense to describe a visit to the festival "La Candelaria" To revisit the difference between the preterite tense and the imperfect tense through the Inti Raymi festival To be able to recognise and use demonstrative adjectives este/ esta/ estos/ estas and ese/ esa/ esos/ esas 	<ul style="list-style-type: none"> To describe the weather in the past tense To apply the simple future to describe what will happen in the film To describe Machu Picchu using ser in the imperfect tense To describe the characters using estar in the imperfect tense To describe what happened in the film using the preterite tense To write a summary of the film To apply 'Si fuera' + conditional to describe what you would do if you were Che Guevara
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Brief overview

In students' final year of study, they begin by looking at the topic of school and future plans, revisiting the Y9 module with a higher level of complexity, such as subjunctive phrases and 'si' sentences. Students are encouraged to express their opinions and discuss what they would like to do in the future after school. Students then revisit the topic of Local Area, revisiting high frequency grammar and structures such as hay / no hay and negative structures. Students will also start to build vocabulary to enable them to discuss traffic, pollution, and rubbish in their town, giving them foundational knowledge for their final unit of learning, global issues. This final topic that students study in year 11 allows them to engage with global and environmental issues and allows them to reflect on their own role and responsibility as citizens of our global community. Before their exams in the summer term, students have the opportunity to revise topics studied throughout their years of study, through the 4 skills, in order to consolidate their learning and help them to feel confident for their exam. They are exposed to listening and reading exam questions across the 3 GCSE themes, and these lessons are also supplemented with opportunities for written and spoken production. Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames and a range of complex structures.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	School, studies and future plans	Local Area	Global issues and Environment	Revision & Consolidation	Exam	
Relevant core concepts	<p>Mechanics of Language – (grammar/ phonics and pronunciation/ competence): recognition and production of language through correct use of phonics, understanding and identification of key elements of genders of nouns, knowing how to conjugate the three regular verb groups, knowing the formation rules of three time frames (past, present and future) and knowing the key elements of a sentence and which specific language alters the syntax of a sentence</p> <p>Communication - (speaking/ writing/ translation/ pronunciation/ vocabulary/ competence/ character): development of spoken and written language beyond a basic response, Coping with unprepared situations and using spontaneous/ unrehearsed language, narrating events when appropriate, awareness of different registers and when to use them appropriately, knowing how to successfully convey information from one language to another, knowledge of key elements needed for effective spoken and written communication</p> <p>Comprehension - (reading/ listening/ vocabulary/ competence/ character): Acquiring and building on a wide vocabulary base for comprehension purposes, appreciation of a range of spoken and written media in the TL (Cultural, literary, exam specific), identifying 'triggers' or 'red herring' in a spoken or written text, Knowledge of audible and visible key features of tenses of regular and irregular verbs, understanding key elements (vocabulary and structures) needed to listen or read for gist information on a specific subject</p> <p>Intercultural Understanding - (cultural capital/ community): understanding what makes the TL countries different from the UK, understanding what we have in common with the TL countries, knowing how culture has evolved in the TL countries, knowledge of basic facts and figures about the demography, area, climate and industry in the TL countries, awareness of current events in the TL countries, appreciation of popular culture (music, film, art, sport, literature, celebrities) in the TL countries</p>					
Relevant end points	<p>Mechanics of Language</p> <p>ML1.11 Accurate pronunciation and intonation of paragraphs</p> <p>ML2.11 Using correct forms of definite/indefinite articles, adjectives, nouns, verbs and pronouns depending on gender</p> <p>ML3.11 Make the transition from an infinitive to a fully conjugated verb paradigm</p> <p>ML4.11 Production of syntactically correct paragraphs in the Target Language</p> <p>ML5.11 Ability to conjugate an infinitive of regular and irregular verbs into present tense, immediate and simple future, perfect, imperfect and conditional tenses (full paradigm).</p> <p>Communication</p> <p>Comm1.11 Applying use of correct register in everyday transactions and dialogue</p> <p>Comm2.11 Translation of a variety of texts between two languages</p> <p>Comm3.11 Rephrasing and repairing language (adapting for real life situations)</p> <p>Comm4.11 Application of connectives, lexical structures, complex opinions, complex reasons and justification phrases</p> <p>Comm5.11 Speaking accurately and fluently with very good pronunciation, accent and intonation</p> <p>Comm6.11 Producing written language fit for purpose</p> <p>Comprehension</p> <p>Comp1.11 Ability to comprehend, interpret and identify key points from a given text or extract</p> <p>Comp2.11 Transcribing spoken TL accurately and spontaneously</p> <p>Comp3.11 Understanding the overarching message in a spoken or written piece by skimming or scanning</p> <p>Comp4.11 Consider 'triggers' and manage 'red herrings' to answer questions and form conclusions</p> <p>Comp5.11 Ability to recall and apply vocabulary to a wide range of cross thematic stimuli</p> <p>Comp6.11 Ability to infer meaning in new or unfamiliar situations</p> <p>Comp7.11 Differentiate between time frames for the purpose of responding to comprehension tasks on a range of texts and extracts (cultural, literary, exam focused)</p> <p>Intercultural Understanding</p> <p>IU1.11 To be able to define and describe the key cultural aspects of the TL countries</p> <p>IU2.11 To compare and contrast the culture of TL countries with the UK</p> <p>IU3.11 To draw conclusions about TL countries based on facts and figures</p> <p>IU4.11 To understand, appreciate and evaluate the key features of TL film, literature and music</p> <p>IU5.11 To be able to deconstruct stereotypes about the TL countries and their people</p> <p>IU6.11 An ability to think beyond the local context and more internationally</p>					

<p>Core substantive knowledge</p>	<ul style="list-style-type: none"> • Aprender, Estudiar + range of subjects (revisit) • Ser and estar: describing your school • Timetable + direct object pronouns • Daily routine and reflexive verbs in the present tense • Improving your school: imperfect subjunctive + conditional tense si sentences • Expressing two sides of an opinion • Jobs (revisit Y9 vocabulary) • Modal verbs + infinitive verb • Imperfect + conditional si sentences • Present perfect to describe a day at school • Subjunctive set phrases (necessity + subjunctive) 	<ul style="list-style-type: none"> • Vivir (revisit) • Ser and Estar (revisit) • Estar + locations (revisit) + adjectives to describe (revisit adjectival agreement) • Types of accommodation in Spanish speaking countries • Acabar de + infinitive • Possessive pronouns • Hay + range of negative structures • Places in a town + theme 2 vocabulary • Superlative adjectives • Preterite tense (revisit) • Describing a recent visit in town (+ activities in town) • Adjectival word order 	<ul style="list-style-type: none"> • Key environmental issues • Key verbs relating to aiding the environment • Revisit key vocabulary for poverty and homelessness • Verbs of obligation to talk about actions to help the environment • Opinions on environmental issues • Justifications • Si clauses • LPA- recap imperfect tense • HPA- pluperfect tense si + imperfect + conditional • Comparative adjectives • Subjunctive and key phrases which generate it • Superlative phrases • Verbs of obligation 			
<p>Core disciplinary knowledge</p>	<ul style="list-style-type: none"> • To be able to discuss the subjects we study using the regular AR verb “estudiar” • To be able to discuss the subjects we learn using the regular verb “aprender” • To be able to describe a day at school in the past tense using the preterite tense • To be able to describe a day at school in the past tense using the preterite tense • To be able to describe a day at school using the time to describe the day • To be able to recognise and apply direct object pronouns to express opinions on subjects • To be able to describe our full school day using reflexive verbs • To be able to describe the school building using “ser” and “estar” • To be able to apply ‘si’ sentences to describe what we would change about our school 	<ul style="list-style-type: none"> • To be able to recognise and use key vocabulary for talking about where we live • To revisit the verb ‘vivir’ and places in a town • To practice using ‘ser’ to describe town alongside revisiting key adjectives. • To use the verb ‘estar’ and prepositions to describe the location of things in a town. • To understand the different uses of ‘ser’ and ‘estar’. • To talk about what issues there are and are not in a town. • To be able to talk about different types of housing across the Hispanic world and use possessive pronouns to compare. • To be able to talk about the different things you can do in a town. • To be revise the past tense and put activities from previous lesson into the past tense. 	<ul style="list-style-type: none"> • To be able to use key language to describe issues in the local area • To be able to use a variety of opinions to discuss, and justify views about the environment • To be able to identify and apply ‘quiero que + subjunctive’. • To be able to talk about protecting the environment • To be able to discuss environmental issues • To be able to express what you should do to help the environment • To be able to use the present tense to express conditional phrases with the simple future tense • To be able to use the imperfect subjunctive tense to express conditional phrases • To be able to express opinions about the biggest global issues • To be able to talk about the needy in local and national areas 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> • To be able to express the advantages and disadvantages of going to university vs. getting a job • To be able to express the advantages disadvantages of doing a gap year vs apprenticeship • To be able to use the future tense to describe future job possibilities using the simple future • To be able to use the future tense to describe future plans using Si sentences • To be able to recognise and apply some subjunctive verbs 	<ul style="list-style-type: none"> • To continue practicing the past tense and describe a recent visit using infinitive construction 'acabar de'. • To be able to talk about the advantages and disadvantages of living in an area. • To describe my region in the past using 'hace + time phrase' and comparatives • To be able to use superlatives • To be able to write a piece of extended writing on the topic of local area (90/150 words) • To be able to practice our language exam skills 	<ul style="list-style-type: none"> • To be able to discuss charitable organisations and the work they do • To be able to use impersonal phrases with the subjunctive • To be able to use reading and listening skills to discuss charities and charity work • LPA – recap of formation of imperfect tense • HPA – formation of perfect tense • To be able to express conditional phrases using tenses • LPA – Si + future tense • HPA – Si + imperfect subjunctive • To be able to practice our language exam skills 			
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