



Spanish

Year 7 - Half Term 1 – Me presento

Prior Learning	Grammatical knowledge acquired in KS2 will be recalled e.g. use of adjectives, verbs and nouns with comparison of their use in English with Spanish. Pupils will be given a baseline assessment at the start of the course to help gauge their linguistic ability and, through liaison with primary school and discussion with pupils, we will also ascertain which languages were studied, and to what degree, at KS2 in order to inform future planning.
What will I learn?	Pupils will learn to greet others in Spanish and give some basic information about themselves e.g. name, age, birthday. Simple opinions will be given and understood. Classroom items and common classroom language will be taught to enable pupils to communicate in the target language for purpose from an early stage. Alongside the vocabulary and grammar learned, pupils will also become more familiar with Spanish speaking areas of the world.
Next Steps	The skills and vocabulary covered in this unit of work will help build foundations for the next months and years of language learning. This topic will be further developed next half term and reappears in KS4 under Theme 1: Self, Family and Friends. Pupils will also build upon the basic understanding gained in this unit of the different countries of the Spanish-speaking world.
Personal Development	Further awareness and appreciation of life in other countries. Making links between English and Spanish and starting to recognise similarities and differences between the two.
Key vocabulary	Basic greetings in Spanish. Numbers 1-31, months and days of the week. Colours. Basic Opinions. Language for classroom items e.g. <i>pen, ruler</i> and language e.g. <i>stand up; listen</i> Academic Word List: <i>identify, research, similar, category, culture, item, select, resource, strategy, topic, paragraph, enormous.</i>
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Claro 1, Unit 1- Me presento Languages online 1 Languages online 2 BBC Bitesize Introducing yourself in Spanish
Enrichment opportunities	Research project into a Spanish speaking country of their choice. Information sourced could included geographical aspects; foods; festivals; famous people. Video clips on Spanish speaking countries e.g. The Spanish Speaking World , Top 10 Mexican Foods

Year 7 - Half Term 2 – Mi burbuja

Prior Learning	In this unit we will build on pupils' knowledge of vocabulary and verbs used in HT1 to give information about ourselves. Grammatical knowledge acquired in KS2 will be recalled e.g. use of adjectives, verbs and nouns with comparison of their use in English with Spanish.
What will I learn?	Pupils will learn to give information about their family and pets using possessive adjectives and learning to describe in Spanish, making accurate use of adjectives. They will learn the common verbs <i>ser</i> (to be) and <i>tener</i> (to have) in the present tense which will be used throughout their language learning at Cardinal Allen. Pupils will also learn strategies to help them to comprehend information given about others in both written and spoken forms. From a cultural point of view, reference will be made to Christmas traditions in the Spanish speaking world with comparison being made with traditions in the UK.
Next Steps	The skills and vocabulary covered in this unit of work will help build foundations for the next months and years of language learning. Use of adjectives and common verbs will recur frequently. This topic reappears in KS4 under Theme 1: Self, Family and Friends.
Personal Development	Building resilience to tackle trickier tasks and deal with unfamiliar vocabulary. Further awareness and appreciation of life in other countries. Development of communication skills and pair/ group work.
Key vocabulary	Numbers to 100. Family members and pets. Adjectives (and nouns) to describe physical appearance and personality traits. Full conjugation of ser (to be) and tener (to have) in the present tense. Academic Word List: research, similar, define, identify, text, tradition, relevant, select, alternative, physical, domestic, predict, challenge, draft, accurate, topic
How and when will I be assessed?	Regular formative assessment to check understanding. Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Claro 1 Unit 1 Languages Online BBC Bitesize Talking about Family and Pets BBC Bitesize Describing People in Spanish using tener and ser
Enrichment opportunities	Videos via Youtube to show Christmas celebrations in Spanish speaking countries e.g. Navidad Nochevieja Los tres reyes magos Pupils can use the vocabulary covered to describe a Spanish speaking celebrity of their choice. Find an app that allows you to practise Spanish and learn at least ten new words.

Year 7 - Half Term 3 – Mis Pasatiempos Part 1

Prior Learning	In the first part of this unit which will cover two half terms, pupils will build on information they have learned in the first couple of units as to how verbs work in Spanish as well as expanding on the basic opinions covered in Unit 1. Comparison will continue to be made between English and Spanish with reference to grammatical terms that would have been covered in KS2 e.g. pronoun, adverb, clause.
What will I learn?	Pupils will learn to give and understand information about hobbies and sports. They will learn to form the present tense in Spanish of regular verbs to talk about themselves and others as well as looking at the two irregular verbs ' jugar ' (to play) and ' hacer ' (to do) when discussing sports. More detailed opinions will be given with pupils encouraged to justify their opinions using ' porque ' (because).
Next Steps	The verb conjugation covered in this unit forms part of the skeleton for language learning and is a feature that will be revisited continuously throughout the course. Ways to express opinions will be built upon with pupils encouraged to further vary the language they use in future. The vocabulary from this unit will be recalled in Year 9 in the topic of Healthy Lifestyle (sports) and in KS4 when covering Free Time as one of the Theme 1 topics.
Personal Development	The ability to work with others will be developed through pair and group tasks which is a skill that is transferable to the work place and other subjects. Problem solving and pattern spotting skills will be developed particularly when referring to verb conjugation.
Key vocabulary	Vocabulary for sports and hobbies including infinitive verbs e.g. <i>to watch, to play</i> . Opinion phrases and adjectives used to give justification. Academic Word List: identify, method, text, deduce, justify, physical, expand, substitute, tense, relax.
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Claro 1 Unit 3- Mis pasatiempos Languages online www.senecalearning.com KS3 Spanish, Unit 4 Free Time and Unit 6 Present Tense BBC bitesize -using 'jugar' and 'hacer' BBC Bitesize -Present tense in Spanish
Enrichment opportunities	Learning about sports and hobbies which are popular in Spanish speaking countries e.g. football, tennis. Learn a dance style from a Spanish-speaking country e.g. salsa, tango Beginners' Guide to Salsa Find out the names of ten well-known sports players who are from Spanish-speaking countries.

Year 7 - Half Term 4 – Mis Pasatiempos Part 2

Prior Learning	<p>Pupils will build on the vocabulary learned in the first half of the unit to give additional information e.g. if, when clauses.</p> <p>The language that they have acquired to give personal information about themselves and others will be used to understand and give facts about Spanish-speaking celebrities.</p>
What will I learn?	<p>Pupils will learn to give information about the weather including saying what they do according to the weather conditions. They will also acquire information about Spanish-speaking musicians and social media celebrities and improve their knowledge of popular Hispanic culture.</p> <p>Grammar wise, they will make comparisons and use 'if' and 'when' constructions.</p>
Next Steps	<p>The reading skills and strategies developed in this unit will help pupils on their journey to understanding longer texts in target language.</p> <p>Learning more about popular Hispanic culture will give pupils further awareness of the countries in which the language they are studying is spoken.</p> <p>Much of the vocabulary from this unit will be recalled in KS4 when covering Free Time as one of the Theme 1 topics.</p>
Personal Development	<p>Further awareness of the world outside of their immediate environment.</p> <p>Appreciation of popular culture across the globe.</p>
Key vocabulary	<p>Weather phrases.</p> <p>The words 'más' and 'menos' which we use to make comparisons In Spanish.</p> <p>Some basic vocabulary to talk about singers and social media.</p> <p>Academic Word List: interpret, research, construct, culture, locate, technology, globe, media, via</p>
How and when will I be assessed?	<p>Regular formative assessment to check understanding including vocabulary tests.</p> <p>Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.</p>
Resources to use	<p>Kerboodle Claro 1 Unit 3- Mis pasatiempos</p> <p>www.senecalearning.com KS3 Spanish Unit 4.1.2 Music and 5.1.5 Weather</p> <p>www.lyricstraining.com for listening practise involving fun activities based around popular songs in Spanish.</p>
Enrichment opportunities	<p>Look at the weather forecast for Spain e.g. via https://www.tiempo.com/. Use the maps to improve your knowledge of the geography of the country.</p> <p>Listen to music in the Spanish language -here are links to some ideas:</p> <p>La bicicleta -Carlos Vives Y Shakira</p> <p>Angel cruel -CD9</p> <p>Vivir mi vida- Marc Anthony</p> <p>Research information about a Spanish-speaking singer or YouTuber.</p> <p>Change your social media app settings into Spanish for one hour.</p>

Year 7 - Half Term 5 – Mi casa

Prior Learning	<p>Pupils' prior knowledge of present tense verb conjugation will enable them to talk about where they and others live using the regular verb 'vivir'.</p> <p>Pupils will be able to apply adjectival rules previously learned as well as recalling and using many of the adjectives they have learned in other contexts to describe where they live.</p>
What will I learn?	<p>Pupils will learn to give and understand information about their home including the use of prepositions of place. They will continue to utilise a range of strategies to work out the meanings of new words including practising the use of a bilingual dictionary.</p> <p>From a cultural point of view, they will learn facts about the Canary Islands via a range of tasks covering the four skills (Listening, Speaking, Reading and Writing).</p>
Next Steps	<p>Much of the vocabulary covered in this unit e.g. prepositions, adjectives will emerge again in future learning.</p> <p>The conditional tense will recur frequently across future topics as will the verbs 'ser' and 'estar', helping to embed knowledge acquired in this unit of work.</p> <p>The topic 'Where I live' recurs in KS4 in Theme 2 of the GCSE course.</p>
Personal Development	<p>Development of literacy skills in their own language through comparison with the target language and a further understanding of the workings of grammar.</p> <p>Problem solving skills will be used to work out the meaning of new vocabulary and to spot patterns in grammar.</p>
Key vocabulary	<p>The verb 'vivir' (to live)</p> <p>Nouns and adjectives to describe location, types of houses and rooms of the house.</p> <p>Prepositions.</p> <p>Academic Word List: area, individual, source, category, design, item, region, specify, task, tense, image, label</p>
How and when will I be assessed?	<p>Regular formative assessment to check understanding including vocabulary tests.</p> <p>Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.</p>
Resources to use	<p>Kerboodle Claro 1 Unit 4- Mi casa</p> <p>www.senecalearning.com KS3 Spanish Unit 1.2 Home Languages online</p> <p>BBC Bitesize -Talking about where you live in Spanish using 'ser' and 'estar'</p> <p>BBC Bitesize- Describing your room in Spanish</p>
Enrichment opportunities	<p>Search for the house of your dreams via a Spanish estate agent's website e.g. https://www.homeespana.com/es/</p> <p>Draw a picture of/ create a model of your ideal house and label in Spanish.</p> <p>Research information on one of the Canary Islands and present your findings -information sourced could include climate, sights, food, nature.</p>

Year 7 - Half Term 6 – Mi ciudad

Prior Learning	Grammar knowledge acquired so far in the course e.g. verb conjugation and adjectival rules will be built upon in this unit. Identification of the gender of words will be reinforced as well as previously learned vocabulary e.g. how to describe ourselves.
What will I learn?	Pupils will learn to give information about places I town including saying where they go, using the verb 'ir' in the present tense. They will learn to give and understand directions which will include the use of the imperative. The use of verbs in three time frames is a key feature of this unit. Future plans will be discussed and comparisons made. Pupils will also be introduced to the imperfect tense in Spanish to describe how areas have changed over time.
Next Steps	The use of verbs in three time frames is a key feature of GCSE work. Different tenses are introduced in this unit and pupils' understanding and use of this will be developed over the 5-year course. Vocabulary covered in this unit will be revisited throughout the course including in the GCSE topics 'Where I live' and 'travel and tourism'.
Personal Development	Pupils will again have the opportunity to compare their immediate environment to a range of locations across the globe and look at similarities and differences. Pair and groupwork activities will help to teach collaboration skills which will be useful in later life.
Key vocabulary	Vocabulary for places in town. 'Hay...' – there is/ are... the verb 'ir' -to go Vocabulary to give directions. A range of infinitive verbs. Academic Word List: area, context, environment, research, respond, feature, region, locate, label, paragraph, route
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Claro 1 Unit 5- Mi ciudad www.senecalearning.com KS3 Spanish Unit 3.1 Town Languages online Using the infinitive in Spanish to talk about the future
Enrichment opportunities	Complete a virtual tour of a Spanish-speaking town/ city e.g. Buenos Aires, Argentina Barcelona, Spain Read and translate some reviews on TripAdvisor for a Spanish city www.tripadvisor.es Research a famous Spanish landmark and create a presentation: The Alhambra, la Sagrada Familia, el Prado museum, Royal Palace of Madrid

Year 8 - Half Term 1 and 2 Mi insti

Prior Learning	<p>Pupils' prior knowledge of present tense verb conjugation will enable them to talk about what they do in school.</p> <p>Pupils will be able to apply adjectival rules previously learned as well as recalling and using many of the adjectives they have learned in other contexts to describe their school and school subjects.</p> <p>Opinions will also be recalled and developed to say which subjects they like/ dislike and numbers will be used in the understanding and formation of time phrases.</p> <p>Pupils will recall the use of near future tense to talk about future plans and add further future expressions to their repertoire.</p>
What will I learn?	<p>Pupils will learn to give and understand information about their school including what facilities there are. They will give justified opinions on a range of school subjects, describe the school day using time phrases and saying what they do before and after school. Future plans will be discussed, using the near future tense as well as a range of further future expressions. Differences and similarities between schools in the UK and schools in Spain will be considered.</p>
Next Steps	<p>Much of the vocabulary covered in this unit e.g. time phrases, opinions, adjectives will emerge again in future learning.</p> <p>The use of future expressions will recur frequently across future topics, helping to embed knowledge acquired in this unit of work.</p> <p>The topic 'School Life' recurs in KS4 in Theme 3 of the GCSE course.</p>
Personal Development	<p>Development of literacy skills in their own language through comparison with the target language and a further understanding of the workings of grammar.</p> <p>Problem solving skills will be used to work out the meaning of new vocabulary and to spot patterns in grammar.</p>
Key vocabulary	<p>The verb 'estudiar' (to study)</p> <p>Vocabulary for school subjects and facilities in a school. Opinions and justifications.</p> <p>Verbs to talk about what we do at/ after school e.g. ir; hacer; jugar; visitar</p> <p>Use of antes de; después de + infinitive</p> <p>Academic Word List: identify, research, text, job, institute</p>
How and when will I be assessed?	<p>Regular formative assessment to check understanding including vocabulary tests.</p> <p>Summative assessment at the end of HT1 and HT2 in 2 skills from Listening, Speaking, Reading and Writing.</p>
Resources to use	<p>Kerboodle Claro 1 Unit 6-Mi Insti</p> <p>www.senecalearning.com KS3 Spanish Unit 2.1 School</p> <p>Telling the time - KS3 Spanish - BBC Bitesize - BBC Bitesize Languages online</p>
Enrichment opportunities	<p>Find out information about school life in Spain via a website such as I.E.S. Monterroso - Instituto de Educación Secundaria de Estepona (iesmonterroso.org)</p> <p>Use of previously visited conditional tense to describe their dream school -where would it be? what facilities would it have? what would the teachers be like?</p>

Year 8 - Half Term 3 + 4 – Las vacaciones

Prior Learning	Many items of vocabulary covered over the past couple of years of Spanish learning will be recalled in this unit e.g. countries, activities, places in town. Use of the common verb 'ir' which pupils have already come across in several situations will be a key feature. The use of present and future tense verbs will be recalled and pupils will become familiar with the past preterite.
What will I learn?	Pupils will learn to give and understand detailed information about holidays using a variety of opinions and verbs in three time frames. They will talk about types of transport, accommodation and holiday activities and will learn to describe past, present and future holidays. This unit of work lends itself well to improving knowledge of Hispanic culture and a variety of Spanish holiday destinations will be explored virtually.
Next Steps	In KS4, vocabulary and structures covered in this unit will be recapped and built upon in Theme 2 when studying the topic of Travel and Tourism. Knowledge of travel, accommodation and holiday destinations will also help pupils in future life should they have the opportunity to visit a Spanish speaking country.
Personal Development	Pupils will learn the skills to work collaboratively to find out information about holiday destinations in Spanish speaking countries and compare these traditions to holiday destinations in the UK. Through comparing use of language, patterns etc in Spanish, pupils will become more familiar with the workings of their own language.
Key vocabulary	Types of transport and related adjectives. Vocabulary to describe holiday activities. Further opinion vocabulary e.g. <i>¡Qué chulo!</i> -how amazing <i>¡Qué fastidio!</i> -how annoying! Academic Word List: area, source, vary, culture, region, task, annual, overseas, transport, topic, paragraph, tense, virtual, accommodate, duration, route
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of each half term in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Claro 2 – Unit 6 ¡Por fin de vacaciones! www.senecalearning.com KS3 Spanish Unit 5 Holidays Languages online 1 Languages online 2 BBC Bitesize KS3 Spanish: using the preterite tense
Enrichment opportunities	Explore the holidays on offer on a Spanish travel website e. g. https://es.tui.com/ Create a leaflet advertising a holiday destination in a Spanish speaking country. Ensure you research the destination well first. You could include accommodation options, restaurants, visits, weather.

Year 8 - Half Term 5 – Adictos a la moda

Prior Learning	In the unit, pupils will build on their prior knowledge of adjectival rules to create sentences including accurate use of adjectives in Spanish. Verbal tenses previously visited e.g. present, near future and conditional will be recapped on and practised.
What will I learn?	Pupils will learn to describe what they and others wear using a range of time expressions and adjectives. They will learn vocabulary for a range of shops and discuss what you can buy there. Language to deal with problems encountered while shopping will be taught and practised. Pupils will learn how to discuss hypothetical situations using the conditional tense. From a cultural point of view, there will be the opportunity to research famous Hispanic people and discuss their dress styles.
Next Steps	Much of the vocabulary and grammar covered in this unit recurs in KS4. The subjunctive is used when discussing and this tense will be explored in more depth in Y10/11. The phrases learned when performing role play in this unit e.g. strategies to react to the unpredictable will be further developed in KS4.
Personal Development	Further development of cultural awareness through research into fashion trends and shopping in Spanish speaking parts of the world. Role play scenarios in this unit will involve collaborative pair work which will encourage pupils to cooperate well with one another.
Key vocabulary	Vocabulary for clothing and relevant adjectives. Vocabulary for shops and departments of a large store. Demonstrative and indefinite adjectives e.g. these, some, a lot of. Phrases to describe hypothetical situations e.g. <i>si fuera...</i> if I were... Academic Word List: consist, research, category, design, item, purchase, communicate, label, hypothesis, style, trend, currency, uniform
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Claro 2 – Unit 4 Adictos a la moda www.senecalearning.com KS3 Spanish Unit 3.1.1 Shops and Unit 3.3 Shopping Languages online 1 Languages online 2
Enrichment opportunities	Go on a virtual shopping spree at the famous, Spanish department store ‘El corte inglés’. You have €2500 to spend! https://www.elcorteingles.es/ Create your ideal outfit/ school uniform and label in Spanish including adjectives to describe the items of clothing. You can draw by hand, use magazine cut-outs or online drawing tools.

Year 8 - Half Term 6 – Yo y mi mundo

Prior Learning	Pupils will recap and build upon previous knowledge e.g. telling the time and hobbies, when discussing daily routine. The present tense knowledge they have acquired will help them with the formation and use of reflexive verbs. Retrieval of vocabulary for family members will be crucial for discussing relationships. The use of future and conditional tenses will be recalled and expanded on.
What will I learn?	Pupils will learn to give detailed information about their daily routines including a range of connectives and adverbs of time. They will learn to give and understand information about their relationships with family members and some global problems using a range of more complex language. Pupils will compare their daily routines with those of teenagers in Mexico and Honduras. There is also the opportunity to study an authentic literary text in the target language.
Next Steps	In KS4, pupils will build upon relationship vocabulary in Theme 1 and global issues in Theme 2. Pupils will be encouraged to add detail to their written and spoken language which is crucial to their progress in Spanish language learning. Reflexive verbs will be used again in Y9, HT6 when discussing family and relationships. These verbs also appear in all topic areas and prior knowledge of how to conjugate will be recalled. The time expressions used in this unit are not topic specific and will be used in future to enhance pupils' written and spoken Spanish work. The study of literary text is a feature of the 9-1 GCSE and gives pupils further insight into the cultures of the target language countries.
Personal Development	Awareness of the wider world and the problems it faces through discussion of some global issues. Development of pupils' age-appropriate understanding of healthy relationships. Appreciation of the similarities and differences in the daily routines of ourselves and others. The ability to tell the time is a key skill which all pupils should master -this unit will reinforce this knowledge and hopefully help any pupils who still struggle with this skill.
Key vocabulary	Vocabulary to talk about daily routines. Vocabulary to discuss relationships including adjectives. Words to describe global issues e.g. environment, contamination. <i>Se puede</i> -you can <i>se debe</i> -you must Academic Word List: <i>environment, identify, impact, conflict, journal, text, sequence, source, resolve, expand</i>
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of the unit in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Claro 2 – Unit 5 Yo y mi mundo www.senecalearning.com KS3 Spanish Unit 1.1.8/9 Time Unit 1.2.2 Daily Routine Languages online Languages online: Family relationships Languages online: The environment. Tasks 11 to 14
Enrichment opportunities	https://www.youtube.com/watch?v=F5vIU0YZg-Q Watch the clip about youtuber, Lizy P's daily routine-you can add subtitles to help you. You can then record a video clip in Spanish with some examples of your daily routine. Write a poem or rap in Spanish about your daily routine. Cuidar al medio ambiente Watch the clip. What are the 6 recommendations given to care for the environment? Can you add additional detail? What is a 'quinceañera' ? Watch the clip which gives an explanation of the <i>quinceañera</i> tradition. Is it a tradition that you would like to have in the UK? Why (not)?

Year 9 - Half Term 1 + 2– Dieta y salud

Prior Learning	The present tense knowledge pupils have acquired, first encountered in Y7, HT3, will help them with the formation of ' comer/ beber ' in the present tense. The preterite and near future tenses will also be revisited to discuss food in different tenses. Opinion vocabulary will be revisited as well as adjective use. Sport vocabulary covered in Y7, HT3 will be used to talk about exercise.
What will I learn?	Pupils will learn to give detailed information about what they eat including justified opinions. A range of tenses will be used to talk about eating habits and other health related issues e.g. sport. Pupils will have the opportunity to use the imperfect and future conditional to talk about what they used to do/ would do. Foods from Spanish speaking countries will be discussed and eating habits in UK/ Spanish speaking world compared. Pupils will learn to give advice for a healthy lifestyle using a range of obligation structures and use the reflexive verb ' dolerse ' to say what hurts. Pupils will also learn strategies to describe an image in detail.
Next Steps	The topic of Health will be covered again in Y10, HT6 (<i>Theme 2: Healthy Lifestyle</i>) with more focus on vices e.g. smoking. The description of an image appears in both the writing and speaking elements of the GCSE exam and pupils will be given opportunities to develop this skill throughout the course.
Personal Development	Consideration of what we should/ should not do in order to lead a healthy life. Giving advice to others using a range of language.
Key vocabulary	Vocabulary for a range of foods and drinks. Relevant opinions and adjectives. Negative phrases e.g. no; nunca; nada; ni...ni.. Obligation phrases such as ' (no) se debe.. '; ' es importante/ necesario.. ' Academic Word List: benefit; research; consume; tradition; image
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of each HT in at least two skills out of Listening, Speaking, Reading and Writing.
Resources to use	Kerboodle Claro 2 – Unit 1 Dieta y Salud www.senecalearning.com 3.2 Food; 4.1.1 Sport Food - KS3 Spanish - BBC Bitesize - BBC Bitesize
Enrichment opportunities	Research and create a recipe from the Spanish speaking world. Some ideas - Spanish recipes - BBC Food Create a poster/ advert in Spanish giving a range of advice on how to live a healthy life.

Year 9 - Half Term 3 + 4 – Aquí mando yo

Prior Learning	Pupils have come across some phrases to discuss use of media e.g. in Y7, HT3 'Los pasatiempos'; Y8, HT1 'Mi casa' and Y8 HT5 'Mis vacaciones'. Basic opinions will be revisited as well as the use of adjectives. Pupils have already seen the verbs 'ser' and 'estar' and how they are used in different context. Thos will be built upon in this unit.
What will I learn?	<p>Pupils will learn to give and understand information about their and others' use of technology and discuss TV and film using more complex opinions and justifications. They will learn to use the superlatives '<i>mejor/ peor</i>' as well as the structure '<i>acabar de...</i>' to talk about what they have just done. Pupils will also be introduced to the simple future tense to talk about their plans for future jobs.</p> <p>From a cultural point of view, music, TV and cinema in Spanish speaking countries will be explored with a particular focus on popular music programmes in Spain and Latin America.</p>
Next Steps	In KS4, pupils will build upon vocabulary and structures to talk about music, TV and cinema in Y10, HT4 and technology in Y11, HT1. The use of the simple future will add to the phrases they are already familiar with to express future plans.
Personal Development	<p>Pupils have the opportunity to discuss a topic which is relevant to their everyday experiences.</p> <p>Development of pupils' age-appropriate understanding of the media and its advantages and disadvantages.</p> <p>Appreciation of media at a global level, understanding that they have access the Spanish language music, TV, film etc. which they can use to help them to improve their linguistic skills as well as their cultural knowledge.</p>
Key vocabulary	<p>Vocabulary to discuss technology, music, TV and film including types of TV programmes and films.</p> <p>Job vocabulary</p> <p>Academic Word List: research; category; culture; technology; professional; media; contemporary.</p>
How and when will I be assessed?	<p>Regular formative assessment to check understanding including vocabulary tests.</p> <p>Summative assessment at the end of each half term in at least two skills out of Listening, Speaking, Reading and Writing.</p>
Resources to use	<p>Kerboodle Claro 2 – Unit 3 Aquí mando yo</p> <p>www.senecalearning.com 4.1.2 Music 4.1.3 Cinema & TV</p> <p>Languages online</p>
Enrichment opportunities	<p>Pupils can be encouraged to change their console/ phone settings to Spanish to allow them to see and proactively use the TL in context.</p> <p>Watch a Spanish language film/ TV programme on Netflix/ Prime –your class teacher will be able to give you recommendations.</p> <p>https://radio.garden –an interactive map of live radio stations around the globe. Pupils can tune into what people are currently listening to in El Salvador, Argentina, Cuba....</p>

Year 9 - Half Term 5 – Theme 1 Identity & culture: Me, my family and friends

Part 1 Describing ourselves and others

Prior Learning	In year 7 half terms 1 and 2, pupils learned key structures used to introduce themselves and others in Spanish and to give basic personal information. In half term 2, they learned how to give some description of friends and family members as well as pets in terms of hair & eye colour, age and birthday. They also looked at describing each other's personalities. Adjectival agreement was introduced as well as the common verbs ' <i>ser</i> ' to be and ' <i>tener</i> ' to have. Pupils have some prior knowledge from Y7-9 of the use of verbs in three time frames which will be further developed in this unit e.g. future tense was first introduced in Y7, HT5 and preterite in Y7, HT6.
What will I learn?	In this unit of work pupils will look at the self, family and friends topic in more detail. They will become more confident in the use of the common verbs <i>ser</i> , <i>estar</i> and <i>tener</i> to talk about themselves and others. Adjectival agreement will be reinforced when describing people as well as development of the use of the comparative and superlative. Pupils will talk about activities with family and friends using a range of verbs in three time frames.
Next Steps	The work covered in this unit is the first unit of work in the AQA course and alongside prior learning, will form the foundations for the rest of the course. The use of verbs in different time frames as well as more complex structures such as the superlative will be reinforced across future units of work e.g. when talking about future plans for education and work in Y10, HT3 or about what they used to do to keep fit in Y10, HT6.
Personal Development	Pupils will work collaboratively on many tasks in this unit through pair and group work, developing their ability to listen to others and communicate ideas.
Key vocabulary	Vocabulary for family members and a range of adjectives to describe physical attributes and personality. More complex vocabulary to describe e.g. <i>me parece a</i> -I look like.. and comparatives <i>más/ menos...que</i> - more/less... than, <i>tan.....como</i> - as...as Academic wordlist: consist, similar, category, community, feature, text, physical, generation, gender, adult, comprise, couple, identical, visible, nuclear.
How and when will I be assessed?	Regular formative assessment including vocabulary testing as well as looking at past GCSE questions on this topic covering all 4 skills. 40/90 word written question on family and friends. Summative Assessment: Kerboodle end of Unit Assessments/ Exampro past paper questions.
Resources to use	Kerboodle AQA GCSE Spanish (9-1) Unit 1 Me, my family and friends www.senecalearning.com Spanish: AQA GCSE Unit 2.1 GCSE Spanish Bitesize: relationships with family and friends Languages online: Mi familia
Enrichment opportunities	Design your family tree -real or imaginary, giving detailed information about at least 4 of the family members. Research a famous Spanish speaking actor/ singer/ sports person and describe them physically as well as saying what their personality is like.

Year 9 - Half Term 6 – Theme 1 Identity & culture: Me, my family and friends

Part 2 Relationships and future plans

Prior Learning	Vocabulary for family members and adjectives to describe them were covered in Year 7 HT2 and developed in Y9 HT5. Pupils learned some basic vocabulary to discuss relationships with family members in Y9 HT2 which will be further developed in this unit. Pupils have a lot of experience of giving justified opinions on a range of topics which will be revisited and built upon when talking about relationships. Future tense and structures previously learned including the conditional, first encountered in Y7, HT4, will be used to discuss future plans with regards to family.
What will I learn?	Pupils will give information about how they get on with family members and why using a range of language. They will use conditional tense to describe an ideal friend/ partner and give and understand information on future life plans and discuss opinions on concepts such as marriage and having a family.
Next Steps	In A Level Spanish, the topic of family is revisited and built upon in more detail in Unit 3.1.1 Aspects of Hispanic Society: <i>Los cambios en la familia</i> and <i>Actitudes hacia el matrimonio</i> . The conditional tense will recur frequently throughout the Spanish course e.g. when talking about hypothetical situations in Y11, HT2 and 3.
Personal Development	Development of pupils' age-appropriate understanding of healthy relationships. Expressing opinions about lifestyle choices e.g. marriage/ having children. Comparison of and respect for different forms of family and relationships.
Key vocabulary	A range of vocabulary to describe relationships e.g. <i>me llevo bien con</i> -I get on well with, <i>no aguanto</i> – I can't stand <i>me ayuda(n)</i> -he/she (they) help me Future tenses and structures e.g. <i>voy a</i> -I am going to <i>quiero</i> -I want to - Academic wordlist: consist, issue, research, conduct, positive, tradition, alternative, interact, partner, attitude, civil, statistic, couple, dynamic, nuclear
How and when will I be assessed?	Regular formative assessment including vocabulary testing as well as looking at past GCSE questions on this topic covering all 4 skills. Summative Assessment: Kerboodle end of Unit Assessments/ Exampro past paper questions.
Resources to use	Kerboodle AQA GCSE Spanish (9-1) Unit 1 Me, my family and friends www.senecalearning.com Spanish: AQA GCSE Unit 2.1.30 – 2.1.33 GCSE Spanish Bitesize: Marriage and Partnerships GCSE Spanish Bitesize: Conditional tense
Enrichment opportunities	https://www.youtube.com/watch?v=xbkOGNqCXao Watch the above news clip on Mexican families and summarise the main points in English. What is a typical wedding like in Spain? Research features such as traditions, clothing, cost, food. Use the following YouTube clip as a starting point Las bodas en España

Year 10 - Half Term 1 – Theme 2: Home, town, neighbourhood and region

Prior Learning	<p>In year 7 half term 5, pupils first studied the topic of My House. Within the unit of work, pupils learnt how to describe their house and bedroom. This is where they first met the conditional tense to describe an ideal home. In Year 7 half term 6, pupils studied My Town. Much of the vocabulary and grammar from this unit will be recycled and built upon.</p>
What will I learn?	<p><i>In this unit of work pupils learn how to talk about where they live in greater detail. They will describe their house and the rooms in it, using hay, ser and estar in a range of tenses as well as further prepositions of place. Pupils will talk about what they can do where they live and the amenities in their local area. They will further develop their use of complex opinions and be able to justify them. Pupils will learn how to describe their neighbourhood now and in the past, using the present and imperfect tenses. Pupils will also learn how to describe the advantages and disadvantages of living in the town and the countryside as well as how they would change their town using the conditional tense.</i></p>
Next Steps	<p>Pupils will revisit this topic during speaking preparation and practice, and will have the opportunity to embed their knowledge in the year 11 revision tasks.</p>
Personal Development	<p>Through talking about their local town and area, pupils should develop a greater appreciation of where they live but also be more open to the world outside of Fleetwood. They will be expected to develop and voice their own opinions of the advantages and disadvantages of living in a coastal town.</p>
Key vocabulary	<p>Vocabulary related to rooms of the house, bedroom furniture, prepositions, types of accommodation, places in a town, amenities, and adjectives to describe a town. Hay, Ser & Estar, quantifiers, demonstrative adjectives, verbs in the imperfect and conditional tenses Phrases used to talk about what you can do e.g. se puede.. –you can + infinitive Academic word list: benefit, economy, similar, community, tradition, decade, justify, transport, contemporary, priority, evaluate</p>
How and when will I be assessed?	<p>Regular formative assessment including vocab tests, quizzing and past GCSE questions covering all 4 skills. Summative Assessment: Kerboodle Unit 5 Assessments at F /H Tier.</p>
Resources to use	<p>Kerboodle AQA GCSE Spanish (9-1) Unit 5. BBC Bitesize My Home in Spanish AQA BBC Bitesize My Local Area AQA Languages Online</p>
Enrichment opportunities	<p>From your learning in this unit of work, create a blog/article comparing your town or local area now and in the past. Research a coastal town in a Spanish-speaking country. Are there any similarities to your town? What are the main differences?</p>

Year 10 - Half Term 2 – Theme 3 Current and Future Study and Employment: Life at school

Prior Learning	In year 7 half term 2, pupils first studied the topic of school. Within the unit of work pupils learnt how to talk about their timetables as well as subject preferences/ dislikes and reasons for their choices. School subjects including preferences were recalled in Y9 HT3 with a focus on giving a range of more complex opinions.
What will I learn?	In this unit of work, pupils will learn how to talk about school life in more detail. They will be able to offer comparisons of school life in the UK and in Spanish speaking countries and express their opinions about the differences. In addition, pupils will learn how to discuss school rules using the imperative as well as obligation phrases such as se debe (you must) and es obligatorio (it is obligatory to..). Pupils will be taught more on the conditional tense to discuss what they would do to improve their school after using a wide range of opinions to discuss the current positive and negative aspects. Pupils will also use perfect tense to see what they have done e.g. he terminado -I have finished.
Next Steps	Next half term, pupils will continue this theme to talk about their future plans for study and employment. Pupils will revisit this topic in year 10 half term 6 under the speaking preparation and practice section and will have the opportunity to embed their knowledge in the year 11 revision tasks.
Personal Development	Pupils will develop their communication skills in this topic. They will have the opportunity to work collaboratively and independently to look at and discuss cultural differences between the education systems in the UK and Spanish speaking countries. They will learn how to confidently argue constructively which system they prefer and why. In doing this they will learn the importance of showing consideration for the views of others.
Key vocabulary	A wide range of more complex opinion vocabulary e.g. lo bueno -the good thing, me molesta -it annoys me. Structures to express obligation when discussing school rules e.g., se debe -you must, tenemos que -we have to A range of nouns and adjectives related to the topic of school e.g. la pizarra -whiteboard, las instalaciones -facilities, atento -attentive, travieso -naughty Academic wordlist: policy, research, sector, similar, source, aspect, positive, text, justify, instruct, infrastructure, revise, uniform
How and when will I be assessed?	Regular formative assessment including Knowledge Organiser testing and past GCSE questions covering all 4 skills. Summative Assessment: Kerboodle Unit 9/ 10 Assessments at F /H Tier.
Resources to use	Kerboodle AQA GCSE Spanish (9-1) Unit 10. www.senecalearning.com Spanish: AQA GCSE Vocab Unit 3.1 Languages online BBC Bitesize GCSE Spanish: Life at school
Enrichment opportunities	From your learning in this unit of work, create a blog comparing a typical day in your school and one in a Spanish school. Discuss the main differences and express your opinions about these differences. Make sure you justify your opinions. Use these links to help: Education in Spain Instituto Ciudad Jardin, Malaga Create a list of rules for your ideal school.

Year 10 - Half Term 3 – Theme 3 Current and Future Study and Employment: Education post 16. Career choices/ambitions

Prior Learning	In year 7 half term 2 and Year 9 half term 1, when describing family, pupils were taught how to say what jobs family members do. Pupils were also introduced to some vocabulary to talk about jobs and future work plans in Year 8 half term 3. Previously learned vocabulary will enable pupils to express opinions on different jobs and future tenses and structures introduced in Year 7 and built upon over the course will be used to discuss future plans with regards to study and work.
What will I learn?	In this unit of work, pupils will learn how to discuss and respond to questions surrounding their plans for future study and employment. Pupils will discuss their own strengths and weaknesses and link these to their future career choices. They will also discuss the options of doing apprenticeships and attending university. By the end of the unit they will be able to express their opinions on why they wish to do certain careers and discuss the advantages/disadvantages of various learning pathways and careers.
Next Steps	Aspects of the world of work are discussed in further detail in A Level Spanish in Units 3.1.1. <i>la mujer en el mercado laboral</i> and 3.2.2 <i>el paro entre los jóvenes</i> . Should pupils intend to continue to study Spanish post 16 the knowledge of language and grammatical structures acquired from this unit of work will help them to apply for their employment abroad whilst at college/ university.
Personal Development	Pupils will be more informed of the attributes they need for specific careers. They will develop their knowledge of more complex opinions and structures and have the opportunity to participate readily in discussions and respond well to the suggestions and ideas of others.
Key vocabulary	Vocabulary for jobs e.g. <i>médico</i> -doctor, <i>periodista</i> -journalist Structures to discuss future plans e.g. <i>espero</i> -I hope to, <i>tengo la intención de</i> -I intend to and to give a range of justified opinions e.g. <i>creo que</i> -I believe that, <i>dado que</i> -given that. Academic word list: Assess, assume, benefit, available, consist, factor, finance, interpret, major, section, significant, role, similar, vary, achieve, culture, evaluate, focus, participate, positive, ranges, seek
How and when will I be assessed?	Regular formative assessment including Knowledge Organiser testing as well as looking at past GCSE questions on this topic covering all 4 skills. Summative Assessment: Kerboodle end of Unit 11/12 Assessments.
Resources to use	Kerboodle AQA GCSE Spanish (9-1) Units 11 and 12 www.senecalearning.com Spanish: AQA GCSE Unit 5.2 Spanish GCSE Bitesize: Education post-16 Spanish GCSE Bitesize: Jobs and work experience Spanish GCSE Bitesize: Careers choices and ambitions Languages online: El trabajo
Enrichment opportunities	Visit a Spanish employment agency website e.g. https://www.indeed.es/Ofertas-en-Málaga,-Málaga-provincia Imagine you are going to apply for one on the jobs advertised. Write a letter of application the job in Spanish. Include a description of your character, remember to use a range of tenses, opinions, justifications, and adjectives. Explore the 'British Council' website, if you choose to continue to study Spanish at university, during the third year of your course you can apply to work in industry or a Spanish school through the British Council. https://www.britishcouncil.org/study-work-abroad/outside-uk/english-language-assistants

Year 10 - Half Term 4 – Theme 1: Free Time Activities

Prior Learning	In KS3 pupils learned to talk about sports and hobbies in Y7 HT 4&5. The vocabulary learned will be recalled and built upon in this unit as well as key grammatical structures such as opinion + infinitive, IR + infinitive and conjugated verbs.
What will I learn?	In this unit pupils will further develop their use the more complex opinions and justifications to say what they like and don't like doing in their spare time and why. They will gain greater confidence in using the present and preterite tense of regular and irregular verbs accurately to talk in greater detail about TV, film, sports and hobbies. Pupils will be encouraged to extend responses by using a wide variety of time phrases and also the future tense. Pupils will learn how to discuss sports and sporting events in the world today.
Next Steps	At A level, students study the sub-themes Singers and Musicians and Stars of TV and Cinema, which form part of theme 3.2.1, Artistic culture in the Hispanic world. Much of the vocabulary studied in this unit can be used across topic areas.
Personal Development	Comparing sports, TV, film and music in Spanish-speaking countries to that in Britain and appreciating both.
Key vocabulary	Vocabulary relating to types TV programmes, film genres, sports and hobbies, adjectives to describe music and film. Academic word list: research, similar, aspect, respond, community, culture, resource, text, tradition, unique, team, strategy, survey, physical, professional, media, device
How and when will I be assessed?	Regular formative assessment including vocab tests, quizzing and past GCSE questions covering all 4 skills. Summative Assessment: Kerboodle Unit 3 Assessments at F /H Tier.
Resources to use	Kerboodle AQA GCSE Spanish (9-1) Unit 3. Music, cinema and TV in Spanish - AQA Sports, exercise and physical activity in Spanish - AQA www.lyricstraining.com for listening practise involving fun activities based around popular songs in Spanish.
Enrichment opportunities	The sport of Basque pelota originated in the Basque Country in Spain. Research it and then describe it and the benefits of doing sports in Spanish. How to play Basque pelota - Lonely Planet travel video - YouTube Watch an age appropriate Spanish film and then write a review in Spanish. Listen to at least 1 new Spanish song per day for a week. Write down any interesting lyrics.

Year 10 - Half Term 5 –Theme 2 Local, national, international and global areas of interest: Travel & Tourism

Prior Learning	In year 8, half term 3, pupils learned to talk about how they usually spend their holidays and their preferred holidays. They also talked about the weather, learned how to describe a past holiday using the preterite past tense and an ideal holiday using the conditional tense. In year 8, half term 6, pupils looked at the city of Barcelona as well as some further Spanish cities and were encouraged to discuss what they would do on a visit there. Vocabulary used to talk about free time activities in KS3 will also be recalled in this unit.
What will I learn?	In this unit of work, pupils will build on their prior knowledge of holiday destinations including gaining further knowledge of different Spanish speaking countries and ideal locations to go on holiday. Pupils will gain a more in-depth knowledge of tenses and be able to talk about present, past and future holidays in detail including holiday activities, accommodation, and weather. In addition, they will be able to discuss where they used to go on holiday using the imperfect tense.
Next Steps	The tenses developed in this unit of work are transferable to all topics and pupils will be required to both recognise and use a range of tenses in their terminal exams. Knowledge gained in the unit will be useful for future travel as well as for those pupils who would like to work in the travel industry.
Personal Development	Pupils will broaden their cultural knowledge through the study of destinations, traditions and transport links of countries across the world. They will have the opportunity to develop their reading skills in finding out more about different countries. Pupils will read independently and share their findings about different destinations with each other.
Key vocabulary	Nouns, adjectives and verbs related to transport e.g. <i>el avión</i> -plane, <i>rápido</i> -fast <i>viajar</i> -to travel Accommodation vocabulary e.g. <i>alojarse</i> -to stay, <i>el albergue juvenil</i> -youth hostel. Vocabulary to describe a holiday destination e.g. <i>el clima</i> -climate, <i>las vistas</i> -views Academic wordlist : analyse, approach, consist, benefit, environment, evident, identify, indicate, culture, feature, evaluate, participate, relevant, select, site, text, tradition, transfer
How and when will I be assessed?	Regular formative assessment including Knowledge Organiser testing as well as looking at past GCSE questions on this topic covering all 4 skills. Summative Assessment: Kerboodle end of Unit 8 Assessments.
Resources to use	Kerboodle AQA GCSE Spanish (9-1) Unit 8 Travel and Tourism www.senecalearning.com Spanish: AQA GCSE Unit 3.4 Travel and Tourism Spanish GCSE Bitesize: Travel and Tourism Languages online: En el Hotel Languages online: El tiempo
Enrichment opportunities	Explore the holidays on offer on a Spanish travel website e. g. https://es.tui.com/ or a range of hotels in Spanish speaking destinations via booking.com espanol Imagine you are currently on holiday. Write a postcard to your friend describing all relevant aspects of your holiday. Remember to tell your friend about your holiday plans for next year (future tense).

Year 10 - Half Term 5B – Theme 1 Identity and Culture: Customs and Festivals

<p>Prior Learning</p>	<p>Pupils have encountered several customs and festivals from Spanish speaking countries over their years of Spanish learning at Cardinal Allen e.g. daily routines, foods eaten, festivals such as <i>los Reyes Magos, Semana Santa</i>. Vocabulary from a range of previously studied topics e.g. holidays, food, sports will also be recalled over the course of the unit and previously learned grammar and structures will be reinforced.</p>
<p>What will I learn?</p>	<p>In this unit of work, pupils will learn about a range of local and national customs and festivals in Spanish speaking countries. They will improve their reading skills through looking at a range of relevant texts and employing strategies such as skim reading, looking for cognates and identifying tenses. The past preterite and imperfect tenses will be recapped on and pupils taught to use them together.</p>
<p>Next Steps</p>	<p>The knowledge of customs and festivals will help pupils with their cultural understanding of Spanish speaking countries. This topic is studied in further depth at A Level in theme 3.2.1 <i>Artistic Culture in the Hispanic World</i>.</p>
<p>Personal Development</p>	<p>Pupils will develop a greater cultural understanding of the Spanish speaking world through studying various customs and festivals. This should, in turn, give them a deeper insight into customs and festivals which are celebrated in their own country. Many customs and festivals are shared between the two e.g. Christmas, Holy Week and pupils will be encouraged to identify and appreciate the similarities and differences between the two.</p>
<p>Key vocabulary</p>	<p>Vocabulary related to local and national Hispanic festivals e.g. <i>el encierro</i> -bull run, <i>el traje</i>- costume, <i>el esqueleto</i> -skeleton, <i>los fuegos artificiales</i> -fireworks. Vocabulary to talk about customs e.g. <i>la siesta, las tapas, la sobremesa</i> (sitting chatting at the table after a meal) Verbs related to the topic e.g. <i>asistir a</i> – to attend, <i>celebrarse</i> -to take place, <i>quemar</i> -to burn. Academic word list: context, research, source, similar, aspect, community, culture, feature, region, resource, text, tradition, annual, display, unique, team, assemble</p>
<p>How and when will I be assessed?</p>	<p>Regular formative assessment including Knowledge Organiser testing as well as looking at past GCSE questions on this topic covering all 4 skills. Summative Assessment: Kerboodle end of Unit Assessments.</p>
<p>Resources to use</p>	<p>Kerboodle AQA GCSE Spanish (9-1) Unit 4-Customs and Festivals www.senecalearning.com Spanish: AQA GCSE Unit 1.4 Spanish GCSE Bitesize: Customs and Festivals Languages online Las Fiestas</p>
<p>Enrichment opportunities</p>	<p>Research a festival from a Spanish speaking country and write about why you would like to visit that particular festival. Use the following video links for ideas. La Tomatina Los Castellans San Fermin Las Fallas Prepare some Spanish <i>tapas</i> for your friend or family. Some tapas recipe ideas Watch the Disney Pixar film, Coco, inspired by the Mexican Day of the Dead festival. You could change the language to Spanish or watch with Spanish subtitles. Coco info</p>

Year 10 - Half Term 6 – Theme 2 Local, national, international and global areas of interest: Healthy and unhealthy living

Prior Learning	In KS3 pupils learned to talk about sports in Y7 HT5 and food in Y8 HT4 -the vocabulary learned will be recalled and built upon in this unit. Pupils will also use obligation vocabulary which they learned to discuss school rules earlier in the year as well as employing a range of previously learned opinion vocabulary and tenses.
What will I learn?	Pupils will learn to give information in Spanish about healthy and unhealthy lifestyles using a range of sources. They will discuss exercise, diet and give advice on what to do/avoid in order to lead a healthy life. They will also learn to understand information on the topic from a wide range of sources including video clips and magazine articles. From a grammatical point of view, pupils will utilize a range of previously learned tenses to talk about health in three time frames, learn to use a wider range of negative structures and build on their knowledge of the imperative and obligation phrases to say what you should/should not do.
Next Steps	The material discussed in the unit will give pupils advice on how to live a healthy lifestyle which will help them with their own wellbeing in the future. Further reference will be made to certain aspects of healthy/ unhealthy living in Y11, HT2and 3 when discussing Global and Social Issues.
Personal Development	Pupils will be encouraged to think about their own physical wellbeing and about what constitutes a healthy lifestyle. There will be opportunities to develop collaboration skills while discussing the benefits of lifestyle choices. Pupils will be expected to voice their own opinions in relation to healthy/unhealthy living and express agreement and disagreement.
Key vocabulary	Vocabulary related to the topics of food and exercise. Vocabulary related to the body and illness e.g. <i>el pulmón</i> -lung, <i>enfermo</i> -ill Features of healthy/ unhealthy lifestyles e.g. <i>fumar</i> -to smoke, <i>drogas blandas/duras</i> -soft/ hard drugs. Phrases used to talk about obligation e.g. <i>se debe</i> .. –you must.. <i>tienes que</i> .. – you have to.. <i>es importante</i> .. – it is important to.. Academic word list: benefit, constitute, factor, achieve, category, consequent, consume, evaluate, impact, injure, maintain, ensure, adequate, regime, stress, challenge, energy, medical, survive, relax, team
How and when will I be assessed?	Regular formative assessment including regular Knowledge Organiser testing as well as looking at past GCSE questions on this topic covering all 4 skills. 90/150 written task on the topic. Summative Assessment: Kerboodle end of Unit Assessments.
Resources to use	Kerboodle AQA GCSE Spanish (9-1) Unit 6.2 Healthy and Unhealthy Living www.senecalearning.com Spanish: AQA GCSE Units 2.2.4-9 Languages online La Comida La Dieta El Bienestar El Tabaco BBC Bitesize GCSE Spanish: Healthy and unhealthy living
Enrichment opportunities	Try an online Zumba class in Spanish e.g. Zumba para principiantes Create a healthy menu for a Spanish school. Plan de alimentacion saludable Watch this video clip from the Colombian Ministry of Health and summarise the advice given in English or Spanish. Write a magazine article or create a poster giving advice on how to live healthily.

Year 11 - Half Term 1 – Theme 1: Technology in everyday life

Prior Learning	At Key Stage 3 pupils learn some basic phrases in the present tense related to their use of technology when studying the units of work on Hobbies/ <i>Pasatiempos</i> in Y7 and when studying Free Time in Year 9. Pupils’ prior knowledge and understanding of opinion phrases, comparatives, question words, the verb <i>estar</i> , <i>por</i> or <i>para</i> and the imperfect tense will be recalled and built upon. Prior knowledge of Internet Safety will also be important.
What will I learn?	Pupils will learn to talk in more detail about the ways in which they communicate using mobile technology, giving complex positive and negative opinions of various applications. Pupils will also learn how to discuss the advantages and disadvantages of using and overusing a mobile phone and other devices, as well as the benefits and risks associated with social media. Grammatically, pupils will be taught how to use verbs with prepositions, and they will develop their use of past tenses (perfect and imperfect) to recount how social media have been used; or life before technology. They will build on their knowledge and understanding of <i>estar</i> and the present continuous and use it confidently to talk and write about what is happening now. Pupils will learn some statements of possibility including <i>poder</i> , <i>permitir</i> , <i>es posible que</i> + the subjunctive to enhance their writing and speaking.
Next Steps	This unit of work gives pupils the opportunity to communicate with others using the most up-to-date Target Language vocabulary as well as some higher level grammatical structures, both needed for study at A level. This topic links directly to the A level sub-theme, Cyberspace (<i>El ciberespacio</i>) which forms part of the theme Aspects of Hispanic society.
Personal Development	Developing pupils’ understanding of Internet Safety including online bullying and the dangers associated with use of social media including mental health should help pupils to become more aware of the risks related to their own use of mobile technology.
Key vocabulary	Verbs, nouns and adjectives related to Technology and Social Media e.g. <i>to communicate (comunicarse), to choose (escoger), to share (compartir) , to send (mandar), to bully (acosar), advantage (la ventaja), disadvantage (el inconveniente/ la desventaja), social media (los medios sociales), risk (el riesgo), follower (un seguidor), views (las vistas), free of charge (gratis)</i> Academic Word List: benefit, data, legal, affect, design, positive, previous, purchase, relevant, select, text, technology, communicate, contact, research, virtual
How and when will I be assessed?	Regular in-class assessment including GCSE style questions in all 4 skills as well as regular vocabulary/ verb tests. At the end of the Unit, pupils will complete a formal assessment which will include a typical exam style 90 word writing task from memory as well as translations from and into Target Language.
Resources to use	www.kerboodle.com AQA GCSE Spanish (9-1), Unit 2 GCSE Bitesize Technology in everyday life www.senecalearning.com AQA GCSE Spanish 4.2 Technology in Everyday life, AQA GCSE Higher Vocab 1.2 Technology in Everyday Life
Enrichment opportunities	Read about the pros and cons of technology including mobile phones Change mobile phone, social media Apps, tablet or other device settings to Spanish for exposure to the relevant vocabulary. Consolidate learning with the recommended video GCSE Spanish Revision Technology/ Imperfect

Year 11 - Half Term 2 – Theme 2: Global Issues

Prior Learning	Grammar and structures covered over the past 4 years e.g. modal verbs, if clauses and obligation phrases e.g. 'you must', 'it is important that...' will be recalled and built upon in this unit. Vocabulary wise, pupils' prior knowledge of the topic of 'Where I live' studied in Y9 will be of assistance as well as knowledge acquired about environmental and other world issues from other subjects e.g. Geography.
What will I learn?	Pupils will learn to talk about ways to protect the environment as well as to understand and discuss environmental problems. They will also learn to talk about homelessness and helping the homeless and needy. Grammatically, they will build on their knowledge of creating 'if' sentences, spot negative and positive expressions, use modal verbs to express obligations and recommendations and extend the way they express opinions.
Next Steps	This unit of work build foundations for future study of Spanish at A Level and beyond through the acquisition of higher-level grammar and vocabulary. Through written and spoken materials in the target language pupils will familiarise themselves further with global issues and what can be done to help solve them, knowledge which will be beneficial to them in later life.
Personal Development	Developing pupils' understanding of global issues and how they may contribute to helping to solve them. Comparing life and issues in the UK to those of Spanish speaking countries and appreciating both similarities and differences.
Key vocabulary	Verbs, nouns and adjectives related to environmental issues e.g. to recycle, to waste, global warming, greenhouse effect, environmental, worrying. Vocabulary related to homelessness and poverty e.g. lack, street children. Academic Word List: environment, issue, major, policy, research, source, consume, impact, resource, adequate, resolve, energy, transport, chemical, vehicle.
How and when will I be assessed?	Regular formative assessment including GCSE questions in all 4 skills and vocabulary/ grammar tests. At the end of the Unit, pupils will complete a Listening and Reading test on vocabulary and structures covered to check understanding and to give practise on answering a range of typical exam style questions. <i>(Whole school mock exams will take place at the end of HT2. In Spanish, pupils will sit a full GCSE Spanish exam (Listening, Speaking, Reading and Writing) at either Foundation or Higher Tier to assess current attainment and progress made as well as to identify areas for improvement prior to the terminal GCSE exams.)</i>
Resources to use	www.kerboodle.com AQA GCSE Spanish (9-1), Unit 7 GCSE Bitesize-The Environment www.senecalearning.com AQA GCSE Spanish 3.3 Global Issues
Enrichment opportunities	Discovering information on environmental issues around the world e.g. problemas medioambientales en Mexico Research into Spanish environmental groups e.g. https://ecodes.org

Year 11 - Half Term 3 – Theme 2: Social Issues

Prior Learning	At KS3 pupils learn about the conditional tense when talking about hypothetical situations such as their ideal house, ideal uniform or what they would do if they won the lottery. Their prior knowledge of vocabulary and grammar related to Healthy Lifestyles (Y10, HT5) will also be of assistance. There is a direct link to the previous unit of work on Global Issues, Y11, HT2 and pupils will be able to transfer much of the language learnt from that context to the current unit.
What will I learn?	Pupils will learn to talk about different ways of volunteering as well as discussing charities and voluntary work in more detail. They will also learn to discuss the lifestyle choices facing young people in society today such as alcohol, smoking and drugs. Grammatically, pupils will build on their knowledge of verbs that are followed by infinitives, tener phrases and creating a variety of negative expressions. They will further develop their understanding and use of the conditional tense and will continue to learn how to recognise different tenses in the spoken and written forms. There will be a focus on ensuring speaking booklets are completed to the highest possible standard in preparation for the final oral examination.
Next Steps	At A level, students study the sub-theme Today's Youth, Tomorrow's Citizens which forms part of theme 3.2.2, Aspects of political life in the Hispanic world.
Personal Development	Social development -through reading about and discussing the benefits of volunteering and charity work, pupils may be more inclined to participate in voluntary work within the community now or in the future. This unit also promotes healthy lifestyles and should help pupils to make informed decisions about lifestyle choices in relation to alcohol and smoking.
Key vocabulary	Verbs, nouns and adjectives related to charity and voluntary work e.g. to be part of (formar parte de), to deliver/hand out (repartir), charity shop (una tienda solidaria), charity organisation (una organización benéfica), to contribute (contribuir), politician (político), food bank (banco de alimentos), soup kitchen (comedor social), a volunteer (un voluntario), the Third World (el Tercer Mundo), aim/objective (popósito) . Vocabulary related to lifestyle choices e.g. advice (consejo), to take drugs (drogarse), to smoke (fumar), to try (probar), to feel (sentirse), consumption (el consumo) Academic Word List: benefit, individual, major, percent, significant, community, consume, impact, item, participate, positive, strategy, contribute, fund, objective, aid, voluntary
How and when will I be assessed?	Regular formative assessment including GCSE style questions in all 4 skills and regular vocab and grammar tests. At the end of the Unit, pupils will complete a second mock exam in the skills of Listening, Reading and Writing.
Resources to use	www.kerboodle.com AQA GCSE Spanish (9-1), Unit 6 GCSE Bitesize - Other Social and Global Issues www.senecalearning.com AQA GCSE Spanish 4.6 Social Issues Listening, AQA GCSE Higher Vocab 2.2 Social Issues
Enrichment opportunities	Learn more about volunteering with the Spanish Red Cross by watching the recommended videos Cruz Roja 1 , Cruz Roja 2 and visiting their website https://www2.cruzroja.es/ Watch this anti-smoking video clip in Spanish. Now look at the anti-smoking adverts. Translate them and then come up with your own. Anuncio 1 Anuncio 2