Spanish

Year 7 – Me presento (September to November)	
Prior Learning	None or minimal Spanish; possibly recall greetings from KS2. Any knowledge of English will give them a good foundation for learning Spanish as an additonal language.
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.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of basic texts.
Key vocabulary	Basic greetings in Spanish. Numbers 1-31, months and days of the week. Colours. Basic Opinions. Language for classroom items e.g. *pen, ruler* and language e.g. *stand up; listen* Academic Word List: ***identify, research, similar, category, culture, item, select, resource, strategy, topic, paragraph, enormous.***
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	Reinforce the vocabulary covered in lessons via some Spanish language songs on YouTube e.g.: Numbers Song in Spanish. Cancion de los Numeros. - YouTube Los meses del año - YouTube

Year 7 – Mi burbuja (December to February)	
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 revisit the common verbs *ser* (to be) and *tener* (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.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of basic texts.
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	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 - Los pasatiempos (March to May)	
Prior Learning	Giving opinions on various free time activities.
What will I learn?	Students will learn how to talk about what they do in their free time. Whilst most of the vocabulary is prescriptive, they will be able to tailor the learning to talk about what they are interested it. They will also look at how to talk about what they did last weekend and what they would like to do in the future.
Next Steps	At GCSE, students will build on the foundations of this unit and look at the topic in more detail. They will begin to talk about the advantages and disadvantages of their free time activities and look at film, TV and music in more detail.
Personal Development	Students will be able to reflect on what they do in their free time. Additionally, after-school clubs will be mentioned and encouraged so that students know what is available to them.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than Year 7.
Key vocabulary	Free Time Activities, Sports, Weather, Likes/Dislikes, Music Pages 76-77 of Claro 1. All students will be provided with a homework booklet that will contain the key vocabulary that they will need.
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	Claro 1. Homework Booklet. YouTube, Kerboodle, BBC Bitesize.
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 7 + Year 8 - Mi casa y mi ciudad (June to October)	
Prior Learning	Pupils' prior knowledge of present tense verb conjugation will enable them to talk about where they and others live using the regular verb '**vivir**'. 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.
What will I learn?	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. 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. Future plans will be discussed and comparisons made. 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).
Next Steps	Much of the vocabulary covered in this unit e.g. prepositions, adjectives will emerge again in future learning. 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. The topic 'Where I live' recurs in KS4 in Theme 2 of the GCSE course.
Personal Development	Development of literacy skills in their own language through comparison with the target language and a further understanding of the workings of grammar. Problem solving skills will be used to work out the meaning of new vocabulary and to spot patterns in grammar.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of basic texts.
Key vocabulary	The verb '**vivir**' (to live) Nouns and adjectives to describe location, types of houses and rooms of the house. Prepositions. 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, individual, source, category, design, item, region, specify, task, tense, image, label***
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 4- Mi casa** www.senecalearning.com KS3 Spanish Unit 1.2 Home Languages online BBC Bitesize -Talking about where you live in Spanish using 'ser' and 'estar' BBC Bitesize- Describing your room in Spanish
Enrichment opportunities	Search for the house of your dreams via a Spanish estate agent's website e.g. https://www.homeespana.com/es/ Research information on one of the Canary Islands and present your findings -information sourced could include climate, sights, food, nature. Complete a virtual tour of a Spanish-speaking town/ city e.g. Buenos Aires, Argentina Barcelona, Spain

Year 8 - Mi insti (November to January)	
Prior Learning	Pupils' prior knowledge of present tense verb conjugation will enable them to talk about what they do in school. 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. 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. Pupils will recall the use of near future tense to talk about future plans and add further future expressions to their repertoire.
What will I learn?	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 considered.
Next Steps	Much of the vocabulary covered in this unit e.g. time phrases, opinions, adjectives will emerge again in future learning. The use of future expressions will recur frequently across future topics, helping to embed knowledge acquired in this unit of work. The topic 'School Life' recurs in KS4 in Theme 3 of the GCSE course.
Personal Development	Development of literacy skills in their own language through comparison with the target language and a further understanding of the workings of grammar. Problem solving skills will be used to work out the meaning of new vocabulary and to spot patterns in grammar.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than Year 7.
Key vocabulary	The verb '**estudiar**' (to study) Vocabulary for school subjects and facilities in a school. Opinions and justifications. Verbs to talk about what we do at/ after school e.g.**ir; hacer; jugar; visitar** Use of ***antes de; después de*** + infinitive Academic Word List: ***identify, research, text, job, institute***
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of HT5 in 2 skills from Listening, Speaking, Reading and Writing.
Resources to use	**Kerboodle Claro 1 Unit 6-Mi Insti** www.senecalearning.com KS3 Spanish Unit 2.1 School Telling the time - KS3 Spanish - BBC Bitesize - BBC Bitesize Languages online
Enrichment opportunities	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) 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?

Year 8 – Dieta y salud (February to April)	
Prior Learning	The present tense knowledge pupils have acquired, first encountered in Y7, HT1, 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, HT5 and in Y9, HT2 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, HT5 (*Theme 2: Healthy Lifestyle*) 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 rage of language.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than Year 7 and 8.
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 8 - Por Fin De Vacaciones (May to July)	
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 acrosss 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.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than Year 7 and 8.
Key vocabulary	Types of transport and related adjectives. Vocabulary to describe holiday activities. Further opinion vocabulary e.g. ***¡Qué chulo!*** -how amazing ***¡Qué fastidio!*** -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 9 - Aqui Mando Yo (September to November)	
Prior Learning	Students will build on their previously learnt knowledge of grammatical concepts from Year 7 and Year 8 (e.g. verb constructions, opinions, prepositions, etc.). The concept of negative sentences will be revisited, as will verbs followed by infinitives, comparisons and the difference between “ser” and “estar”.
What will I learn?	Students will learn about the Internet and social media, TV and TV programmes, films and music (in other words, vocabulary on the topic of popular media and technology). Grammatically, students will learn negative expressions, the ability to say that they have just done something, superlatives and comparatives and expressing preferences.
Next Steps	At GCSE, at the start of Year 11, students will build on the vocabulary seen during this Unit to look at the use of technology in everyday life.
Personal Development	Students will explore new possibilities in the world of technology in relation to learning another language (i.e. Spanish-speaking films and TV shows). Additionally, online safety will be mentioned insofar as positive uses of social media will be the focus.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than Year 7 and 8.
Key vocabulary	Vocabulary will be centred on the words seen on Pages 72-73 of Claro 2: The digital generation, TV, Cinema, Music All students will be provided with a paper copy of the vocabulary needed for the unit alongside a digital version for them to refer to.
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 3 Aquí Mando Yo** Vocabulary - technology - Technology and social media in Spanish - AQA - GCSE Spanish Revision - AQA - BBC Bitesize Vocab for Identity & Culture - Technology in Everyday Life (senecalearning.com)
Enrichment opportunities	Research popular Spanish social networks and compare them with the UK Research a Spanish speaking film, TV show or music. Engage with them and use the languages option on Netflix (or any streaming site) to watch age appropriate content.

Year 9 – Adictas a la moda (November to January)	
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.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than Year 7.
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. ***si fuera…*** 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 9 - Half Term 4 – Film Project (February to March)	
Prior Learning	Students will draw on several aspects of their prior learning, namely: physical and personal descriptions of others and the school environment
What will I learn?	This unit will be centred on a popular Spanish-speaking film that will primarily increase students' understanding of Hispanic culture whilst also enhancing their Spanish speaking skills.
Next Steps	Students will be encouraged to pursue further Spanish-speaking cultural exploration via films, TV and music and will be directed to the appropriate channels to do this (see Enrichment Opportunities).
Personal Development	Using the target language pupils will broaden their knowledge of ways in which they can engage with Hispanic film. They will develop their vocabulary and grammatical structures to enable them to discuss different aspects of the film, namely personalities and physical descriptions of others.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than seen in Year 7 and 8.
Key vocabulary	In addition, the key verbs: ser/estar, hacer, ir, tener will be omnipresent so a good understanding of these and their conjugations in the past, present and future tenses will be important.
How and when will I be assessed?	Regular formative assessment to check understanding including vocabulary tests. Summative assessment at the end of HT1 and HT2 in 2 skills from Listening, Speaking, Reading and Writing.
Resources to use	Film Teacher designed lessons from PowerPoint
Enrichment opportunities	Students can explore more Spanish-speaking media: Learn Spanish for Free with Music Videos, Lyrics and Karaoke! (lyricstraining.com) Watch Spanish Films & Movies Online (filmdoo.com) (Some free short films). Main | Lingopie (Subscription needed) *Be sure to check the age ratings before engaging in any content. If you need more advice, please contact your Spanish teacher.

Year 9 - Yo y mi mundo (April to May)	
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.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than Year 7.
Key vocabulary	Vocabulary to talk about daily routines. Vocabulary to discuss relationships including adjectives. Words to describe global issues e.g. environment, contamination. ***Se puede*** -you can ***se debe*** -you must Academic Word List: ***environment, identify, impact, conflict, journal, text, sequence, source, resolve, expand***
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=F5vlU0YZg-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 ***quinceañera*** tradition. Is it a tradition that you would like to have in the UK? Why (not)?

Year 9 - De Paseo Por El Mundo Hispanico (June to July)	
Prior Learning	Pupils will have some understanding of the Spanish-speaking world. Pupils will revisit comparisons that they were introduced to in Year 7 and they will also revisit daily routine.
What will I learn?	Pupils will learn about the Spanish-speaking world with a focus on customs, traditions and famous places where Spanish is prevalent. Grammatically speaking, pupils will learn about the perfect tense, future tense and the conditional tense, allowing them to access texts that are of a higher level than seen in Year 7.
Next Steps	At GCSE, most of the topics and grammatical points will be seen again, particularly the celebrity, daily routine and holidays aspect of the unit.
Personal Development	Pupils will find this unit enriching and engaging. They should also find it aspirational and something that they will want to find out more about in the future and in their own time.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than Year 7.
Key vocabulary	**The key vobcaulary from this unit will be in the following themes: words associated with Texas, Madrid and Barcelona. Urban life (specifically Mexico City). Travelling and Latin American life will also be covered (Pages 138-139 of Claro 2 Textbook). All students will be provided with the topic specific vocabulary at the beginning of the term.**
How and when will I be assessed?	Pupils will be assessed on their understanding of the phonics, vocabulary and grammar seen throughout the unit.
Resources to use	PowerPoint presentations with materials taken from Claro 2. YouTube for further exploration.
Enrichment opportunities	Pupils to research a celebrity or Latin American country that they are particularly interested in. Further information can be found on the following websites: History of Latin America | Meaning, Countries, Map, & Facts | Britannica Columbus lands in South America (history.com) 7 Latin Americans Guess Each Others' Nationality!! (What country I'm From?) - YouTube

Year 10 - Half Term 1 – Theme 1, People and Lifestyle: Identity and relationships with 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 3, they learned how to give some description of friends and family members as well as pets. They also looked at describing each other's personalities. Adjectival agreement was introduced as well as the common verbs ***'ser'*** to be and '***tener'*** to have. Pupils have some prior knowledge from Y7-9 of the use of verbs in different time frames which will be further developed in this unit.
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 ***ser***, ***estar*** and ***tener*** 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 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	The work covered in this unit is the first unit of work in the AQA GCSE course and alongside prior learning, will form the foundations for the rest of the course. The use of a range of common verbs, including irregulars, as well as more complex structures such as reflexive verbs will be reinforced across future units of work.
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. ***me parezco a*** -I look like.. and comparatives ***más/ menos…que-*** more/less… than***, tan…..como -*** as…as A range of vocabulary to describe relationships e.g. ***me llevo bien con*** -I get on well with, ***no aguanto*** – I can't stand ***me ayuda(n)/ escucha(n)*** -he/she (they) help/ listen to me Full conjugation of the present tense of common verbs -***ser; tener; estar; hacer; ir; salir***
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 2024 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	Research a famous Spanish speaking actor/ singer/ sports person and describe them physically as well as saying what their personality is like. 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 2 – Theme 1, People and Lifestyle: Healthy living and Lifestyle

Prior Learning	In KS3 pupils learned to talk about sports in Y8 HT3 and food and health in Y9 HT5 -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 in Y8 HT6 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 focus on using the immediate future tense. They will learn to use a wider range of expressions with *tener* and build on their knowledge of radical changing verbs (*pensar* – to think, *volver* – to return, *pedir* – to ask) 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. In addition, pupils will recap this unit of work in the year 11 revision tasks.
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.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally, students will use reciprocal reading strategies to develop their comprehension of more complex texts than seen at KS3.
Key vocabulary	Vocabulary related to the topics of food and exercise/sports. Vocabulary related to the body and illness e.g. ***el pulmón*** -lung, ***enfermo*** -ill Features of healthy/ unhealthy lifestyles e.g. ***fumar*** -to smoke, ***drogas blandas/duras***- soft/ hard drugs. Phrases used to talk about obligation e.g. ***se debe***.. –you must.. ***tienes que***.. – you have to.. ***es importante***.. – 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 as well as looking at GCSE style questions on this topic covering all 4 skills. 50/90 word written task on the topic from memory as well as translations from and into Target Language, reading comprehensions and speaking practice.
Resources to use	**Kerboodle AQA GCSE Spanish 2024 Unit 2 Healthy Living and Lifestyle** 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 10 - Half Term 3 – Theme 1, People and Lifestyle: Education and work	
Prior Learning	In Y8 HT5, 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. 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 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 obligation phrases such as ***debes*** (you must) and ***tienes que*** *(you have to..).* Pupils will learn to use a range of language to discuss the positives and negatives of their school and use future tenses to discuss ideal jobs and future plans for work. A variety of ways in which to make sentences negative will also be taught.
Next Steps	Pupils will revisit this topic in Y11, HT4 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. Pupils will be more informed of the attributes they need for specific careers.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of increasingly more complex texts.
Key vocabulary	A wide range of more complex opinion vocabulary e.g. ***lo bueno*** -the good thing, ***me fascina*** -I am fascinated by and other verbs which work like ***gustarse***. Structures to express obligation when discussing school rules e.g., ***debes*** -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 Comparatives e.g. ***más..que; menos..que*** to compare subjects/ places in school.
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 2024 Theme 1: Unit 3 Education and Work.** 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. 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.

Year 10 - Half Term 4 –Theme 2, Popular Culture: Free Time Activities	
Prior Learning	In KS3 pupils learned to talk about sports and hobbies in Y8 HT3. They also covered the topic of Media in Y9, HT3. 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, music and performing arts. 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 popular sports and extreme sports 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 all topic areas.
Personal Development	Comparing sports, TV, film and music in Spanish-speaking countries to that in Britain and appreciating both.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than KS3.
Key vocabulary	Vocabulary relating to types TV programmes, film genres, popular sports, extreme sports, Adjectives to describe music and film. Adverbs of frequency. 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. Practice role plays and photo cards and discussions in class.
Resources to use	**Kerboodle AQA GCSE Spanish 2024, unit 4.** 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, Popular Culture: Customs, festivals and celebrations

Prior Learning	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 ***los Reyes Magos, Semana Santa.*** 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.
What will I learn?	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 preterite tense will be recapped on with a focus on irregular and stem changing verbs. Pupils will learn to sequence using the phrases ***antes de, después de*** and ***al +*** **infinitive.**
Next Steps	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 *Artistic Culture in the Hispanic World.*
Personal Development	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.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than KS3.
Key vocabulary	Vocabulary related to local and national Hispanic festivals e.g. ***el espectáculo***-show, ***el traje***- costume, ***el ambiente*** -atmosphere, ***los fuegos artificiales*** -fireworks. Vocabulary to talk about customs e.g. ***la siesta, las tapas, la sobremesa*** Verbs related to the topic e.g. ***asistir a*** – to attend, ***celebrarse*** -to take place, ***quemar*** -to burn.
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 Assessments.
Resources to use	**Kerboodle AQA GCSE Spanish 2024 Unit 5-Customs, festivals and celebrations** www.senecalearning.com **Spanish: AQA GCSE Unit 1.4** Spanish GCSE Bitesize: Customs and Festivals Languages online Las Fiestas
Enrichment opportunities	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 Castellers San Fermin Las Fallas Prepare some Spanish ***tapas*** 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

Year 10 - Half Term 6 – Theme 2, Popular Culture: Celebrity Culture	
Prior Learning	Students have seen various Spanish-speaking singers and celebrities during KS3 when looking at Free Time and physical descriptions. Students have also been exposed to the locations of the Spanish-speaking world.
What will I learn?	Students will discuss the pros and cons of being a celebrity and discuss whether they would like to be one in the future or not. They will look at celebrity fashions and consider how people become famous, look at personal ambitions and skills required and give opinions about celebrities and social media. They will also learn about specific Spanish-speaking celebrities including musicians and sports personalities and their influence on young people and learn about events involving some of these famous people. In terms of grammar, pupils will focus on developing their understanding and use of the imperfect tense in order to compare two female icons.
Next Steps	Students may feel inspired to find out more about a specific Spanish-speaking celebrity that they have come across during this topic. Students going on to study A-Level Spanish will also have the opportunity to find out more about these celebrities during their course.
Personal Development	Students will have the opportunity to analyse the pros and cons of being a celebrity. They will be able to discover the downsides of being famous in the public eye and may lead to their ambitions for the future changing.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts.
Key vocabulary	**Opinion phrases** E.g. ***a mi modo de ver***- as I see it, ***por un lado*** –on the one hand, ***por otro lado***- on the other hand, ***me parece*** – it seems to me, ***que yo sepa*** – as far as I know **Vocabulary related to clothes and fashion** **Adjectives to describe appearance and personality** Adjectives and adverbs - GCSE Spanish - BBC Bitesize **Academic word list: develop, theme, technique, role, communicate, tense, theme**
How and when will I be assessed?	Formal and informal assessments in class. Practice role plays, reading aloud tasks and photo card discussions in class.
Resources to use	**Kerboodle AQA GCSE Spanish 2024, unit 6.** BBC Bitesize AQA - GCSE Spanish Revision AQA GCSE Spanish Specification at a glance
Enrichment opportunities	Pupils can watch or listen to content by their favourite celebrities on YouTube or find other sources online. If they enjoy music, they can engage with some of the content on the following website: LingoClip - Enjoy learning languages with music This is a Karaoke style learning platform for foreign languages.

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/ *Pasatiempos* in Y7 and when studying Media in Year 9, HT3. Pupils' prior knowledge and understanding of opinion phrases, comparatives, question words, the verb *estar* , *por or para* 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 *estar* 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 poder, *permitir, es posible que* + 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 (*El ciberespacio*) 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.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than KS3.
Key vocabulary	Verbs, nouns and adjectives related to Technology and Social Media e.g. ***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)*** 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 and Social 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 Y7 will be of assistance as well as knowledge acquired about environmental and other world issues from other subjects e.g. Geography. 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.
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. 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, 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 and social 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 and social 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.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than KS3.
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 vocabaulry/ 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. *(Whole school mock exams will take place at the end of HT2. Pupils will sit a full GCSE Spanish exam at either F or H Tier to assess current attainment and progress made as well as to identify areas for improvement prior to the terminal GCSE exams.)*
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 medioambentales en Mexico Research into Spanish environmental groups e.g. https://ecodes.org 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/

Year 11 - Half Term 3 – Theme 1: Free Time Activities	
Prior Learning	In KS3 pupils learned to talk about sports and hobbies in Y7 HT5. They also covered the topic of Media in Y9, HT3 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	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.
Personal Development	Comparing sports, TV, film and music in Spanish-speaking countries to that in Britain and appreciating both.
Literacy	Pupils will use grammatical terminology to discuss how Spanish compares with English. Additionally students will use reciprocal reading strategies to develop their comprehension of more complex texts than KS3.
Key vocabulary	Vocabulary relating to types of 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.