Yr Group **10**	Topic **Free-time** **El tiempo libre**	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links / Transferable knowledge.	Assessment
Unit 1	1.	Sports Opinions Adverbs of frequency	Present tense including common irregulars Articles Time phrases Adverbs of frequency	Listening Speaking Reading Writing Translation Narration	Y7 – 9: Sport and free-time	Literacy PE PD	Speaking and writing exam practice – ongoing throughout the course.
	2.	Free-time activities – staying in and going out	Negatives Free-time verbs Places in town Times Numbers Me/te/le gustaría + infinitive Querer, poder, tener		Y7 and 8 – free-time, time, places in town	Literacy PD	
	3.	Free-time related to technology	Near future		Near future – holidays in Y8, future plans in Y8, festivals in Y9	Literacy PD ICT/computing	
	4.	A disastrous weekend	Preterite of regular and common irregular verbs Sequencers		Preterite – Y8 (holidays) and Y9 (festivals)	Literacy	
	5.	Music	Genres of music and music related vocabulary Opinions, reasons - singular		Y8	Literacy Music	
	6.	TV and film	Genres of TV/film and related vocabulary		Y8	Literacy	

			Opinions singular and plural Reasons – adjectival agreement			PD	
	7.	Pros and cons of social media	Lo + adjective: Lo bueno/malo/mejor/peor Soler Relative clauses			Literacy PD	
	8.	Role models	Personality and more complex opinions/reasons Relative clauses using pronouns cuando, donde, que Relative pronouns lo que, quien (es), el que, el cual			Literacy PD	
	9.	Exam skills and exam practice					End of module extended writing task. Listening and reading.
Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.			Understanding of a range of different free-time activities Understanding others' preferences How to make arrangements and deal with differences of preference Considering the qualities that make someone a good role model Advantages and disadvantages/dangers of social media Developing strategies for dealing with problems and coming up with solutions				

Yr Group **10**	Topic **My people** **Mi gente**	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links / Transferable knowledge.	Assessment
Unit 2	1.	Describing self and family	Descriptions (physical and personality), family vocabulary Relationship phrases Possessive adjectives and pronouns	Listening Speaking Reading Writing Translation Narrating ~~Listening~~ ~~Speaking~~ ~~Reading~~ ~~Writing~~ ~~Translation~~ ~~Listening~~ ~~Speaking~~ ~~Reading~~ ~~Writing~~ ~~Translation~~ ~~Listening~~ ~~Speaking~~ ~~Reading~~ ~~Writing~~ ~~Translation~~	Family and descriptions – Y7 and 9	Literacy PD	Ongoing – regu opportunities to assess speaking and writing.
	2.	Importance of friends	As above			Literacy PD	
	3.	Problems with friendships	Preterite of irregular verbs querer, venir, decir Conditional tense Imperfect of ser, tener, haber,ir, ver Other imperfect verbs		Preterite – Y8 and 9	Literacy PD	
	4.	The generation gap	Preterite of irregular verbs querer, venir, decir Conditional tense Imperfect of ser, tener, haber,ir, ver			Literacy PD History	
	5.	Exam skills					Writing tasks – relationships.
Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.				Difference between cultures~~countries~~ and nationalities/languages, different types of family units, family backgrounds and lineage, how people are interlinked, understanding healthy and unhealthy personality/relationship traits, considering other people's viewpoints, considering advantages and disadvantages. Learning about festivals and traditions and the history and beliefs behind them.			

Merged Cells

Yr Group **10**	Topic **Lifestyles** Me Cuido	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5)	Cross Curricular Links / Transferable knowledge.	Assessment
Unit 3	1.	Foods and meals in the Hispanic world	Some typical dishes in Spanish-speaking countries and ingredients used to make them. Grammar dependent on group/prior needs but also could include: Conditional – would like to try… Passive verbs (se comen/se beben/se preparan/se sirven etc)	Listening Speaking Reading Writing Translation Narrating	Use the start of this unit to focus on grammar and vocabulary that needs to be embedded depending on group. Prior learning: food/drink, mealtimes, frequency, adjectives for food/drink.	Literacy. Geography. Food. PD.	Ongoing – regu opportunities to assess speaking and writing.
	2.	Healthy and unhealthy diets	Present tense. Se necesita/hay que - imperatives Opinions + nouns and opinions with infinitives. Frequency. Tener sed/hambre.		Food and drink, meals, times – Y8 and 9 Frequency – various topics Y7-9 Range of positive and negative opinions with infinitives (eg free-time) – various topics 7-9	Literacy. PD. Food.	
	3.	Old and new habits	Comparing old and new habits. Present tense. Imperfect tense.		Free-time activities and sports – Y7-9 and previous unit in Y10 Frequency Food and drink – Y8 and 9	Literacy. PD. Food. PE.	
	4.	Future plans for living healthily	Present tense. Using 'si' clauses Simple future (will) – regular verbs. Simple future – irregular verns: tener, hacer, poder, poner		Food and drink, activities – throughout Y7-10.	Literacy. PD. Food. PE.	

Merged Cells

	5.	Healthy daily routines	Reflexive verbs. Tener phrases – sed, hambre, frío, calor, razón Indefinite adjectives – algún, mucho, mismo, otro, demasiado, todo with f and pl changes Frequency and sequencers -parts of the day		Daily routine – Y8 and 9. Frequency and sequencers – Y7-9 Indefinite adjectives – Y7 and 9 (city)	Literacy. PD. Food. Sport.	
	6.	Problems and choices facing young people	Imperative to give advice Infinitive verbs used as nouns Revisit: present, imperfect and future/conditional as appropriate		Cognates for some social issues – Y9.	Literacy. PD.	
	7.	Body – illness and advice	Radical changing verbs – doler, mover, contar (present tense) Modal verbs – deber, poder, tener que + infinitive Estar + illness			Literacy. PD.	
	8.	Exam skills – transactional role plays, describing a photo, writing task – narrating and using 3 time frames	Key structures and vocabulary as applicable.				Longer writing task- 4 paragraphs.
Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.				Difference between cultures and nationalities/languages in terms of diet and routines; healthy and unhealthy diets and lifestyles; physical and mental wellbeing; advice and suggestions, understanding healthy and unhealthy choices; considering other people's viewpoints and lifestyles; considering advantages and disadvantages.			