

Yr Group 11	Topic	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
<b>Unit 6</b>	<b>Where I live</b>						
	1.	Places in a town/area	<ul style="list-style-type: none"> <li>Talking about places in a town</li> <li>a/some/many</li> <li>Negatives (without indefinite articles): no, ni ... ni, tampoco</li> <li>Using e</li> <li>Talking about where you live – name, location, what there is/isn't where you live</li> <li>Opinions and reasons</li> <li>Connectives</li> </ul>	Listening Speaking Reading Writing Translation	Where I live – Y7 and Y9	Literacy Oracy Geography PSHCE	Ongoing writing and speaking exam practice in red books.
	2.	Describing where you live – what you can do	<ul style="list-style-type: none"> <li>Describing the features of a region</li> <li>Using se puede and se pueden</li> <li>Activities using infinitives</li> <li>Asking and responding to questions</li> <li>Comparing different places</li> </ul>	Listening Speaking Reading Writing Translation	Where I live – Y7 and Y9 Activities with the infinitive – Y7, Y8, Y9	Literacy Oracy Geography PSHCE	
	3.	Describing what your town/area used to be like	<ul style="list-style-type: none"> <li>Imperfect tense for past descriptions</li> <li>Comparing then and now</li> </ul>	Listening Speaking Reading Writing Translation	Imperfect for descriptions – Y10	Literacy Oracy Geography History PSHCE	
4.	Pros and cons of different areas/places to live	<ul style="list-style-type: none"> <li>Talking about problems in a town</li> <li>Using the conditional</li> <li>Using synonyms and antonyms</li> <li>Irregular verbs in the conditional</li> <li>so..., so much..., so many...</li> <li>Listening for known language in different tenses</li> <li>Using different tenses together (present, imperfect, perfect, conditional)</li> <li>The good/bad/best/worst thing is that...</li> </ul>	Listening Speaking Reading Writing Translation	Where I live – Y7 and Y9  Good/bad/best/worst thing – holidays in Y10	Literacy Oracy Geography PSHCE		

	5.	Talking about plans for tomorrow/future	<ul style="list-style-type: none"> <li>To express your feelings using exclamations</li> <li>Asking and answering questions about future plans</li> <li>Planning what to do</li> <li>Using the future tense</li> <li>Understanding the geography of Spain</li> <li>Si + present + future (ie weather)</li> </ul>	Listening Speaking Reading Writing Translation	Future tense – Y10 (near future – Y8 and Y9) Weather – Y7 and Y10	Literacy Oracy Geography PSHCE	
	6.	Describing a visit in the past	<ul style="list-style-type: none"> <li>Describing a visit in the past</li> <li>Using different tenses together</li> <li>Recognising and using idioms</li> <li>Using the preterite and the imperfect</li> <li>Understanding two meanings of me quedé</li> <li>Sequencers</li> <li>Opinions (and justifications) in the past (and future)</li> </ul>	Listening Speaking Reading Writing Translation	Narrating a past event – Y8, Y9, Y10 Preterite – Y8, Y9 and Y10	Literacy Oracy Geography PSHCE	
	7.	Shops and shopping dialogues	<ul style="list-style-type: none"> <li>Shopping for clothes and presents</li> <li>Using demonstrative adjectives</li> <li>Explaining preferences</li> <li>Demonstrative adjectives</li> <li>Adapting opinions and reasons to express preferences</li> </ul>	Listening Speaking Reading Writing Translation	Clothes – Y8 Numbers – Y7 Prices – Y8	Literacy Oracy Numeracy PSHCE	Role play tasks.  End of module listening and reading questions.
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.				Appreciating the good things about where you live and acknowledging the negatives, considering how somewhere could be improved, considering the experiences of different groups of people (facilities available). Comparing different towns/areas/countries. Thinking about how things have changed. Shopping – social skills, financial awareness, value. Considering different shopping habits.			

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<b>11</b>	<b>My world – environmental, social and global issues</b>						
<b>Unit 7</b>	1.	Environmental, global and social issues including natural disasters	<ul style="list-style-type: none"> <li>Considering global issues</li> <li>Using the present subjunctive</li> <li>Listening for high numbers</li> <li>Listening for verbs in the subjunctive</li> <li>Superlatives – worst problem</li> </ul>	Listening Speaking Reading Writing Translation	Y9 – environment and social issues Numbers – throughout KS3	Literacy Oracy Geography Numeracy Science PSHCE	Ongoing writing and speaking exam practice in red books.
	2.	Solutions to environmental and other issues	<ul style="list-style-type: none"> <li>Finding solutions to problems using Es esencial que..., Es importante que... or Es necesario que..., followed by the present subjunctive</li> <li>Talking about local actions</li> <li>Using the subjunctive in commands</li> <li>Presenting a written argument</li> <li>The subjunctive (if I were/I could...) + conditional</li> <li>Presenting a written argument</li> </ul>	Listening Speaking Reading Writing Translation	Y9 – environment and social issues Subjunctive phrases – Y10	Literacy Oracy Geography Science PSHCE	
	3.	Local issues	<ul style="list-style-type: none"> <li>Talking about social issues in own area/country</li> </ul>	Listening Speaking Reading Writing Translation	Y9 – environment and social issues Where I live – Y7, Y9 and Y10	Literacy Oracy Geography PSHCE	
	4.	Local and charitable actions	<ul style="list-style-type: none"> <li>Talking about local actions</li> <li>Using the subjunctive in commands (posters/signage)</li> <li>Se debería/hay que etc +infinitive</li> </ul>	Listening Speaking Reading Writing Translation	Y9 – environment and social issues	Literacy Oracy Geography PSHCE	

	5.	Pros and cons of international (sporting) events	<ul style="list-style-type: none"> <li>• Talking about international sporting events</li> <li>• Using the pluperfect tense</li> <li>• Explaining your point of view</li> <li>• Gist reading to infer overall meaning</li> <li>• More complex opinions/justifications</li> </ul>	Listening Speaking Reading Writing Translation	Sports – Y7, Y8, Y9	Literacy Oracy Geography PSHCE PE	Weekly writing task (varied – photo, 40 word, translation, 90 word) Speaking – PC, GC End of module listening and reading questions.
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.				Considering the importance of the economy (local and wider) on quality of life and types of issues. Thinking about what can be done as individuals, families, communities etc. Empathy with others. Environmental issues and solutions – impact locally and wider.			

Yr Group 11	Topic School	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 8	1.	Schools in Spain and the UK – timetable and facilities	<ul style="list-style-type: none"> <li>Talking about the school day – start, finish, timetable etc</li> <li>Comparing UK and Spanish school day</li> <li>Describing school facilities</li> <li>Adjectives and adjectival agreement</li> </ul>	Listening Speaking Reading Writing Translation	School day and facilities – Y7	Literacy Oracy Geography PSHCE Numeracy	Ongoing writing and speaking exam practice in red books.
	2.	School subjects – timetable, opinions and reasons	<ul style="list-style-type: none"> <li>M,f,pl subjects</li> <li>Verbs of opinion – gusta and gustan etc</li> <li>Adjectives of opinion</li> <li>Adjectival agreement</li> <li>More complex opinions and reasons</li> </ul>	Listening Speaking Reading Writing Translation	Subjects – Y7 and Y8	Literacy Oracy PSHCE	
	3.	Teachers	<ul style="list-style-type: none"> <li>Descriptions of personality (agreement)</li> <li>Reasons for liking/disliking teachers</li> <li>More complex opinions and reasons</li> <li>Comparatives</li> <li>Superlatives</li> </ul>	Listening Speaking Reading Writing Translation	Describing people – Y7 and Y9 Comparatives and superlatives – Y10	Literacy Oracy PSHCE	
	4.	Describing your school	<ul style="list-style-type: none"> <li>Longer description of school – school day, location, facilities, uniform etc</li> <li>The good/bad/best/worst thing is...</li> <li>Preferences</li> <li>What you would like your school to have</li> <li>Saying what your primary school was like (imperfect)</li> </ul>	Listening Speaking Reading Writing Translation	School – Y7 and Y8 Imperfect descriptions – Y10 (eg town)	Literacy Oracy Geography PSHCE	
	5.	School rules and expectations	<ul style="list-style-type: none"> <li>Talking about school rules</li> <li>Se debe/No se debe... Debemos... Hay que... (Verbs with infinitives)</li> <li>Opinions about school rules</li> <li>Talking about problems in school</li> </ul>	Listening Speaking Reading Writing Translation	Uniform – Y7	Literacy Oracy PSHCE	

	6.	Clubs and extra-curricular activities	<ul style="list-style-type: none"> <li>• Talking about activities and achievements</li> <li>• Using object pronouns</li> <li>• Saying how long you've been doing something</li> <li>• Time expressions</li> <li>• Saying what clubs/activities you did last week/recently</li> <li>• What you are going to do in the future</li> <li>• What you would like to do (conditional and also subjunctive phrases with conditional)</li> </ul>	Listening Speaking Reading Writing Translation	Free-time activities – Y7, Y8, Y9 and Y10 Preterite – Y8, 9 and 10 Near future – Y8, 9 and 10 Conditional – Y9 and Y10	Literacy Oracy PSHCE PE Music/PA Other relevant subjects	
	7.	School trips/exchanges – past and future	<ul style="list-style-type: none"> <li>• Narrating an event in the past</li> <li>• Talking about what you are going to do (future trip/visit)</li> <li>• 'Tourism' vocabulary</li> </ul>	Listening Speaking Reading Writing Translation	Narrating a past event – Y8, Y9 and Y10 Holidays vocab – Y10	Literacy Oracy Geography PSHCE	Weekly writing task (varied – photo, 40 word, translation, 90 word) Speaking – PC, GC End of module listening and reading questions
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.				Awareness of differences in school experience in different places, considering own experiences of different subjects and reasons for positive and negative feelings about school. Considering importance of school rules and differences between schools in other places. Considering different personalities and their impact on personal experiences. Thinking about enrichment opportunities and about taking up new opportunities. Reflecting on past experience. Generating interest in visiting somewhere else.			

Yr Group	Topic <b>Work and future plans and ambitions</b>	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
	1.	Part-time jobs and household chores	<ul style="list-style-type: none"> <li>Talking about how you earn money</li> <li>Using <i>soler</i> in the imperfect tense</li> <li>Using verbs in different forms</li> <li>Using verbs in different tenses (including infinitives) and persons of the verbs</li> <li>Saying how much you earn and what you spend it on</li> </ul>	Listening Speaking Reading Writing Translation	Numbers – KS3 <i>Soler</i> – free-time in Y10 Money – Y8 and Y10	Literacy Oracy Numeracy PSHCE/careers and futures	Ongoing writing and speaking exam practice in red books.
	2.	Jobs	<ul style="list-style-type: none"> <li>Talking about different jobs</li> <li>Discussing job preferences</li> <li>Masculine and feminine noun endings</li> <li>Use of indefinite articles (or not) to talk about jobs</li> <li>Using the conditional to talk about job preferences</li> </ul>	Listening Speaking Reading Writing Translation	Jobs – Y8	Literacy Oracy PSHCE/careers and futures	
	3.	Personality traits linked to jobs	<ul style="list-style-type: none"> <li>Using <i>por eso/así que</i> + future phrases (<i>quiero/me gustaría/espero ser...</i>)</li> <li>Adjectival agreement</li> <li>Referring to others</li> <li>More interesting adjectives of personality</li> <li>Linking likes and dislikes and hobbies to appropriate jobs</li> </ul>	Listening Speaking Reading Writing Translation	Descriptions – Y7 and Y9, Y10 (relationships)	Literacy Oracy PSHCE/careers and futures	
	4.	Work experience	<ul style="list-style-type: none"> <li>Talking about work experience</li> <li>Using the preterite and imperfect together</li> <li>Using the preterite (for completed actions) and the imperfect (for repeated actions / descriptions) in the past</li> <li>Using alternatives to 'and' (<i>no solo ..., sino también; tanto ... como ....</i>)</li> <li>Using a variety of tenses (present, perfect, future and conditional)</li> </ul>	Listening Speaking Reading Writing Translation	Jobs – Y8	Literacy Oracy PSHCE/careers and futures	

	5.	Why learn languages	<ul style="list-style-type: none"> <li>Talking about the importance of learning languages</li> <li>Using the present and the present continuous</li> <li>Listening out for clue words, being aware of distractors</li> <li>The good/best thing is that...</li> </ul>	Listening Speaking Reading Writing Translation	Present continuous – Y10 and PC tasks (Also careers info at KS3)	Literacy Oracy Geography PSHCE/careers and futures	
	6.	Applying for a job	<ul style="list-style-type: none"> <li>Applying for a summer job</li> <li>Using indirect object pronouns</li> <li>Writing a formal letter</li> <li>Understanding information about working conditions</li> <li>Perfect tense to talk about experience</li> <li>More interesting phrases to describe personality and hobbies (me interesa/apasiona/fascina/apetece etc)</li> <li>Interview – question words</li> </ul>	Listening Speaking Reading Writing Translation	Perfect tense – Y10 free-time	Literacy Oracy PSHCE/careers and futures	
	7.	Taking a gap year	<ul style="list-style-type: none"> <li>Discussing gap years</li> <li>Revising the conditional</li> <li>Using the 24-hour clock</li> <li>The imperfect subjunctive</li> </ul>	Listening Speaking Reading Writing Translation	Conditional – Y9 and Y10	Literacy Oracy Geography PSHCE/careers and futures	
	8.	Future plans/hopes and ambitions	<ul style="list-style-type: none"> <li>Talking about future plans (using quiero, tengo la intención de, espero, pienso, voy a, me gustaría...)</li> <li>Cuando + present subjunctive</li> <li>Forming questions (including with reflexive verbs)</li> </ul>	Listening Speaking Reading Writing Translation		Literacy Oracy Geography PSHCE/careers and futures	Weekly writing task (varied – photo, 40 word, translation, 90 word) Speaking – PC, GC End of module listening and reading questions
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.				Thinking about how personality traits link to jobs; how to demonstrate and develop desirable and transferrable skills; future benefits of past and current experience, efforts and attitude; social, educational/work, mental benefits of language skills; thinking about the future – dreams, plans and ambitions; travel and work opportunities; future study/training; social awareness – tone and appropriate language in more formal situations; cultural differences.			