

Yr Group 8	Topic Unit 5: De vacaciones	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5) GCSE Theme 1 – personal identity (travel and tourism)	Cross Curricular Links / Transferable knowledge.	Assessment
	1.	Past holidays – where, when, who with and how	Destinations: key European countries and some other popular destinations; focus on pronunciation of words spelt the same in English such as “Australia”. Modes of transport including opinions (and comparison) “prefiero el autobús porque es (más) barato”. List of key adjectives such as rápido/lento/seguro/peligroso/barato/caro. Ir preterite: fui-fuiste-fue-fuimos (a-en-con)	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – countries and locations, opinions and reasons	Geography Travel and tourism Literacy	
	2.	Past holiday activities, connectives and sequencers	Holiday activities in preterite: ir, visitar, jugar, comprar, descansar, nadar, tomar, sacar, ver, beber, comer, conocer, perder, leer, salir, escribir, hacer Connectives Sequencers	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – activity verbs in present tense Connectives	Geography Travel and tourism Literacy	
	3.	Opinions in the past – positive and negative	Exclamations: ¡qué bien/bonito/divertido/guay/rico/suerte/aburrido/horror/lástima/mal/rollo! Expression simple opinions in the past: fue divertido/estupendo/fenomenal/flipante/genial/guay/regular/un desastre/ horrible/ horroroso/raro	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – adjectives of opinion and exclamations		
	4.	Day of the Dead – used to describe a holiday/visit to Mexico	Information about the Mexican Day of the Dead festival (in English with key vocab in Spanish) Key preterite verbs to describe a visit to Mexico during the festival Key festival vocabulary – food, drink, activities	Listening Speaking Reading Writing Translation Transcription Performance	Used as a link to unit 2 (festivals)	Geography Travel and tourism Literacy RE Art	

				Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness			
5.	Narrating an event in the past – best/worst holiday	Narrating events in the past including sequencing/time expressions: luego, más tarde, después, el primer día, el último día, otro día, por la mañana, por la tarde Key preterite verbs – reference to other people as well as self		Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – connectives, sequencers	Geography Travel and tourism Literacy	
6.	Where you normally go on holiday and holiday preferences	Describing holidays in the present – voy a/con/en, visito, viajo + appropriate activity verbs Expressing opinions and preferences		Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – verbs in the present tense Opinions and reasons	Geography Travel and tourism Literacy	
7.	Future holiday plans	Future plans using the immediate future Expressing preferences, opinions and future wishes		Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge – activity verbs in the infinitive Opinions and reasons	Geography Travel and tourism Literacy	Extended writing answering: Usual holidays Least/most memorable holiday Preferred type of holiday Future holiday plans Reading test.
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.				Festivals – in the UK and abroad Religious reasons/beliefs that underpin certain festivals Cultural and social similarities and differences (eg holiday preferences) Holiday activities – different locations/availability Pros and cons of different holidays			

Yr Group 8	Topic Unit 6: Staying in and going out	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5) GCSE Theme 1 – Personal identity (free-time)	Cross Curricular Links / Transferable knowledge.	Assessment
	1.	Making suggestions, accepting and rejecting suggestions, making arrangements to meet	¿Quieres/te gustaría+infinitive? ¿Cómo quedamos? Asking out Quedamos + en (location) / quedamos + a (time) Excuses: no puedo, lo siento, no tengo (dinero/tiempo), tengo que + infinitive	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Y7 – me gustaría (tener)	Literacy Social skills – making arrangements, accepting and rejecting suggestions politely	
	2.	Types of TV programmes, films and music	¿Qué prefieres ver en la tele? ¿Cuál es tu programa favorito? ¿Qué tipo de películas te gustan? ¿Qué tipo de música prefieres? Types of TV programmes and films Types of music Expressing and justifying preferences (key adjectives revised or introduced, including some uncommon language and superlatives and quantifiers: emocionante, super interesante, realmente informativo, aburridísimo, repetitivo...)	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior awareness of: Cognates Adjectives of opinion Adjectival agreement (m/f/pl)	Literacy Music Media Performing Arts	
	6.	Types of books – book or film review	¿Qué peli/libro recomiendas? Book/film review vocabulary such as: los personajes, los actores, la trama, la historia, el final... Description and opinions	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses		Literacy Media Performing Arts	
	3.	Plans for the weekend – near future tense	¿Qué vas a hacer el próximo fin de semana? Immediate future weekend activities	Listening Speaking Reading	Y7 – free-time activity verbs	Literacy	

				Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses			
	7.	Planning for a party – near future	¿Qué vas a comprar? ¿Qué vas a llevar a la fiesta? Vocabulary clothes Vocabulary food and drink items Immediate future	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior awareness of: near future some food and drink (from school topic Y7)	Literacy Social skills Making plans	
	8.	Shopping for clothes	Dialogues/role-plays shopping for clothes	Listening Speaking Reading Writing Translation Performance Intonation – questions/where there is an accented syllable	Prior knowledge: Clothes and colours Numbers (prices)	Literacy Social skills – shopping, dealing with problems Numeracy	
	10.	Narrating an event in the past	¿Qué hiciste el fin de semana pasado? Narrating events in the past including information about going to the cinema, ice-skating, bowling, shopping, eating out Days, times of day, sequencers Lo pasé/Nos pasamos + adjective	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge: Preterite tense verbs Sequencers Opinions in the past (all Unit 1 Y8)	Literacy	Extended writing answering: what do you prefer to do when you have free time what you did last weekend with your friends review of a film watched recently your plans for next weekend Listening/Speaking test
Cultural Capital (Essential general knowledge that pupils need to be educated citizens, introducing them to the best				Cultural – film, book and music genres – opportunity to consider famous names in different fields			

that has been thought and said and helping to engender an appreciation of human creativity and achievement.

(from Spanish-speaking countries)

Eating out in a 'sit-down' restaurant

Transactional dialogues – appropriate language/demeanour, audience, dealing with potential problems

Yr Group 8	Topic Unit 7: Daily routine, health and fitness	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5) GCSE theme 2 Topic 2 – social issues	Cross Curricular Links / Transferable knowledge.	Assessment
	1.	Daily routine – present tense	Daily activities and reflexive verbs including morning routines, school routine and after school in the present tense Breakfast, lunch and dinner Times Frequency and timings: todos los días, dos/tres veces por semana, a veces, de vez en cuando, nunca, los martes, por la mañana, después del instituto, los fines de semana...	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge – some food and drink, numbers/times, frequency phrases (Y7)	Literacy PSHCE Numeracy Food tech	
	2.	Daily routine – past tense	Narrating routine events in the past (preterite tense including some reflexive verbs) and evaluating events in the past (fue+adj, me gustó porque...)	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge – sequencers, preterite tense, opinions	Literacy	
	3.	Daily routine – what you would change	Expressing and justifying wishes/preferences: cambiaría... porque, ya que, puesto que... + es/son+adj.; lo mejor/peor es...	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Opinions and reasons	Literacy PSHCE Science Food tech	
	4.	Diet/eating habits – what you do and what you should do	Healthy and unhealthy diet and food/drink preferences Se debe/debemos comer/beber más/menos... Me gustaría... Food groups	Listening Speaking Reading Writing Translation		Literacy PSHCE PE Science Food tech	

				Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses			
5.	Fitness and exercise – what you do and what you should/would like to do	Sports/physical activity (No) Se debe hacer... Me gustaría hacer más...		Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Sports and free-time activities (Y7)	Literacy PSHCE PE Science	
6.	Overall lifestyles – healthy and unhealthy	¿Llevas una dieta/vida sana? ¿Qué debemos hacer para llevar una vida sana? ¿Qué hiciste ayer (dieta/ejercicio)? ¿Qué vas a hacer para mantenerte en forma? Healthy habits in the present tense and soler+infinitive Recommendations for a healthy life: (no) deber + infinitive (including impersonal “se debe”), hay que+ infinitive: tomar/beber/comer/hacer/dormir/descansar/fumar/perder/ganar (peso)... Frequency Combining the 3 time frames when discussing healthy living: what you usually do, what you did yesterday or recently or at a party, what you are planning to do from now on		Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses		All above	Extended writing answering: what do you most like about your daily routine what you usually do to keep healthy what you did yesterday that was out of the ordinary what plans you have to keep healthy from now on
7.	Illnesses, ailments and advice	Expressing ailments Desde hace Dialogue/rôle play at the doctor’s/at the pharmacy		Listening Speaking Reading Writing Translation Performance Intonation – questions/where there is an accented syllable		Literacy PSHCE Science	Listening test.
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.				Healthy and unhealthy lifestyles – healthy choices (often there is a real lack of awareness/knowledge) Illnesses and ailments – what can be done/needs to be done for different types of problem Links between scientific/sports specific words for parts of the body (and other vocab) and Spanish (as many come from Latin)			

Yr Group 8	Topic Unit 8: school and future plans	Lesson Content (Order)	What do pupils need to know	Skills utilised / subject disciplines	Progression (Yr7 to 8 to 9 to KS4 to KS5) GCSE Theme 3 – school and future plans/ambitions	Cross Curricular Links / Transferable knowledge.	Assessment
	1.	Revision of daily routine in relation to school day	¿Cómo es un día típico en tu instituto? Daily school routine and after school in the present tense including timetable and subjects (revisiting) After school clubs/trips/other school activities Frequency and timings (revisiting) Narrating routine events in the present (revisiting)	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge – daily routine, school day, subjects, frequency, opinions, preterite tense	Literacy Numeracy Co-curricular opportunities and wishes	
	2.	Describing your school – what you like most and least about it and what you would change	¿Cómo es tu instituto? ¿Qué es lo que más/menos te gusta de tu instituto? ¿Qué cambiarías? Modal verbs (revisiting) Lo que más/menos me gusta es (que)...	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge – facilities, description of school and as above	Literacy PSHCE Links to range of subjects as relevant	
	3.	School uniform – description and opinion	¿Cómo es el uniforme? ¿Qué piensas del uniforme? Uniform – clothes, colours/other descriptions Modal verbs (revisiting)	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge - Clothes and colours, opinions, preferences and reasons	Literacy Art/design opportunity (h/w task – ideal uniform)	
	4.	School rules and what you think about them	¿Qué opinas de las reglas de tu instituto? School rules Se debe/No se debe... Opinion phrases with reasons	Listening Speaking Reading Writing Translation Transcription Performance	Prior knowledge – opinions and reasons Se debe/no se debe (from lifestyle topic)	Literacy PSHCE	

			Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses			
5.	Jobs and career options	¿En qué trabaja(n)? ¿Qué hacen? Jobs, professions, career paths Work locations and key verbs such as: estudiar, trabajar, hablar, viajar, limpiar, cocinar, diseñar, crear, servir, organizar... Narrating what somebody else does for a living including your opinions about it	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge - Opinions and reasons	Literacy PSHCE Careers	
6.	What job you would like to do in the future and why Personal qualities linked to jobs	As above plus: ¿En qué te gustaría trabajar? ¿Cuál es tu trabajo ideal? Future tense including some irregular verbs (tener, hacer) Expressing future wishes using simple conditional phrases and the present tense: me gustaría, quisiera + infinitive, espero+infinitive... Personal characteristics and preferences required for various jobs	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge – jobs, opinions and reasons, adjectives of personality	Literacy PSHCE Careers Links to range of subjects as relevant	
7.	What you would like to do/are going to do in the future beyond work (in 5-10 years time)	¿Qué harás en el futuro/dentro de 5-10-20 años? Expressing future wishes and hopes beyond work using the simple future Key verbs: tener, casarse, vivir, jugar, ser, ir, comprar, viajar	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge – near future	Literacy PSHCE Careers Links to range of subjects as relevant	Extended writing answering: what you do on a typical day at your school your opinion about school rules what a grown up you know does for a living what is your ideal job and why Reading test.
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.			Cultural similarities and differences – school life in UK and in Spain/Spanish-speaking countries Career possibilities linked to subjects and personal qualities Consideration of longer term future plans, hopes and ambitions for work and beyond			