

Year 9 Unit 9: Relationships	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.	Identified extended writing tasks.
	Physical descriptions 1 st and 3 rd person	¿Cómo es tu... (hermano/mejor amiga)? Physical description – hair, eyes, build, other distinguishing features – 3 rd person (family members)	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge – Physical descriptions in the 1 st person	Literacy Art	<i>Paragraph – description of a (real or imaginary) family member.</i>
	Relationships with others	¿Te llevas bien con... ? ¿por qué ? Relationship verbs and expressions: to get on, to argue, to have fun, to have things in common	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge – adjectives and intensifiers	Literacy PSHCE	
	Describing personality traits to give reasons for +ve/- ve relationships	Revisiting family members and description, extending character description Relationship verbs and expressions: to get on, to argue, to have fun, to have things in common Justifying opinions by using personality adjectives (with frequency phrases) Using more complex justifications – me ayuda, me apoya, me critica, me hace reir, me conoce bien, me acepta, me dice la verdad)	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge - Family members Personality descriptions Justifying opinions	Literacy PSHCE	<i>Paragraph – relationships with different people with reasons and frequency phrases.</i>
	Free-time activities with family and friends	¿Qué haces (con...) y cuándo ? ¿Qué hace tu hermano/madre normalmente/los fines de semana ? ¿Qué haces con tu familia/tus amigos el fin de semana ? Revisiting free time activities, including technology Revisiting frequency phrases/adverbs Revisiting present tense including high frequency irregulars and radical changing verbs Verbs like “gustar” in the third person	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness	Prior knowledge - Free-time activities Time markers and frequency	Literacy PSHCE	<i>Paragraph – free- time activities with family and/or friends.</i>

		Time markers present	Extending responses			
Free-time activities in the past tense – link to Day of the Dead festival	¿Qué hiciste el fin de semana pasado/las últimas vacaciones con tu novia/amigos/familia ? Day of the Dead cultural information and key vocabulary as well as key activity verbs linked to celebration Narrating events in the past, including more than one tense Past time markers	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 relating to holidays and free-time activities Connectives and sequencers	Literacy PSHCE RE Art	<i>Paragraph – what I did with family and/or friends last weekend.</i>	
Free-time activities in the future tense	¿Qué planes tienes para el próximo fin de semana ? Revisiting future time frame Time markers future Conditional – gustaría Conditional – other opinion phrases	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, future time markers Free-time activities	Literacy PSHCE	<i>Paragraph – plans for next weekend.</i> <i>Final writing task: 4 paragraphs from above – choose from one of the first two above for the first paragraph or combine into one.</i>	
Future relationship plans – revisit topic from earlier in unit applying future ideas	¿Cómo sería tu novia/o/pareja ideal ? En el futuro, ¿te gustaría casarte/tener una familia? Romantic relationship verbs : to fall in love, to get engaged, to get married, to live together, to separate, to divorce, to meet/get to know each other... Simple conditional expressions: me gustaría/quisiera + tener/noun (avoid the need of subjunctive by not using a verb relating to the other person); sería, tendría Revisiting future time frame Time markers future	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge – personality description, near future, some conditional structures, future time markers	Literacy PSHCE Hopes, plans and ambitions	<i>Optional additional sentences to add to relationships paragraph – future wishes.</i>	

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 relationships
Important personal qualities
Understanding different types of family unit
Festivals and reasons/beliefs behind them
Cultural similarities and differences

Year 9 Mini unit: Festivals	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.	Identified extended writing tasks.
<p>NB For this mini unit lesson content is suggested – what is covered will depend on the needs of the class.</p> <p>Its purpose is to enhance cultural knowledge and the language and grammar should be appropriate to what the class needs to know or consolidate.</p>	<p>Mealtimes, food and drink – Spain/Spanish speaking country/countries</p>	<p>Describing mealtimes Revisiting daily routine Revisiting and extending food Revisiting how to express opinions, likes and dislikes</p>	<p>Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses</p>	<p>Prior knowledge – food and drink, daily routine, opinions and reasons, role play practice</p>	<p>Literacy PSHCE Food tech</p>	
	<p>Learning about some festivals in Spanish-speaking countries</p>	<p>¿Qué festivales/fiestas se celebran en España/el mundo hispano? Introduction to one or several festivals/traditions from Spanish speaking countries and key vocabulary associated with them: fireworks, music band, processions, floats, parade, symbol, patron saint, bulls, Christmas vocabulary, etc.</p>	<p>Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses</p>	<p>Prior knowledge – Day of the Dead, Christmas in Spain</p>	<p>Literacy PSHCE RE Geography History?</p>	
<p>This may be done before or after the module on future plans depending on options timings.</p>	<p>Describing an (imaginary) visit to a festival</p>	<p>Háblame de una fiesta que visitaste/un día especial Narrating events in the past We form of verbs in the past (and ...y yo) Good range of sequencers and connectives – higher level language</p>	<p>Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses</p>		<p>Literacy PSHCE RE</p>	<p>Paragraph – write about a festival or celebration in the past.</p>
	<p>Talking about which festival(s) you would like to visit in the future</p>	<p>¿Qué festival te gustaría visitar/ver ? Me gustaría visitar/ver... porque parece + adjectives More varied opinion phrases (pienso que, crea que, a mi parecer) and more complex reasons (me interesa la cultura/ me fascina la música etc)</p>	<p>Listening Speaking Reading Writing Translation Transcription Performance</p>	<p>Prior knowledge – conditional structures, comparisons</p>	<p>Literacy PSHCE RE Geography</p>	<p>Paragraph – what festival I would like to visit/see in the future.</p>

			Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses			
Making comparisons between festivals/celebrations in different countries	¿Cómo celebramos/celebran las tradiciones en tu país ? They form of verbs linked to festivals/celebrations We form of verbs linked to festivals/celebrations	Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses	Prior knowledge - comparisons	Literacy PSHCE RE	2 paragraphs – describe how they celebrate a festival/event in a Spanish-speaking country. Describe how we celebrate a festival or event in the UK. Final writing task: 4 paragraphs from above.	

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- Awareness of location of different festivals
- Awareness of historical or religious reasons behind certain celebrations/festivals
- Different types of food and drink
- Similarities and differences between cultural celebrations
- Future hopes, plans and ambitions – interest in the wider world

Year 9 Work and Future	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.	Identified extended writing tasks.
<p>Viva 3 module 2</p> <p>Viva GCSE module 7</p>	<p>Jobs and tasks involved with different jobs.</p> <p>(Viva 3)</p>	<p>Jobs vocabulary and typical tasks associated with these jobs. Different m/f endings (inc. -ista)</p> <p>Key verbs: trabajar, hacer, limpiar, organizar, preparar, cocinar, cuidar etc – Tener que – 1st and 3rd person.</p> <p>Above verbs in 1st and 3rd person.</p> <p>More 'impressive' jobs vocabulary and wider variety of verbs linked to jobs.</p>	<p>Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses</p>	<p>Prior knowledge – school subjects, jobs.</p>	<p>Literacy PSHCE Careers</p>	<p><i>Paragraph – write about jobs that people you know do. (3rd person)</i></p>
	<p>Saying what job you would like to do in the future, personality and personal qualities and attributes.</p> <p>(Viva 3)</p>	<p>Me gustaría ser/trabajar como/en... Jobs and general types of jobs (eg with animals/outdoors etc)</p> <p>Personality adjectives – creo/pienso que soy (una persona)... Adjectival agreement.</p> <p>así que/por eso</p> <p>Wider range of conditional opinions – me interesaría/apasionaría etc</p> <p>Introduce some grade 9 phrases – si fuera posible, si tuviera la oportunidad, cuando sea mayor...</p>	<p>Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses</p>	<p>Prior knowledge – conditional opinions, personality.</p>	<p>Literacy PSHCE Careers</p>	<p><i>Paragraph – write about your future work and study plans linked to own personal attributes. (conditional tense)</i></p>
	<p>Talking about other future hopes, dreams and ambitions.</p> <p>(Green – Viva 3, Blue – Viva GCSE Foundation)</p>	<p>¿Qué vas a hacer en el futuro? Near future – voy a + infinitive. Tener niños, viajar, vivir en el extranjero, hacer un trabajo interesante, ganar (mucho) dinero/experiencia, ser famoso/a, ir a la universidad, ser voluntario/a</p> <p>Introduce other ways of talking about future plans and other possibilities – Espero, quiero, me gustaría, tengo la intención de +infinitive Buscar un trabajo en, aprobar mis exámenes, casarme, trabajar como, aprender a (conducir/hablar alemán etc).</p>	<p>Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses</p>	<p>Prior knowledge – countries, people, subjects/studying, reasons.</p>	<p>Literacy PSHCE Geography</p>	<p><i>Paragraph – write about future hopes/dreams/ambitions. (variety of structures for future time frame)</i></p>

	<p>Wider range of conditional opinions – me interesaría/apasionaría etc</p> <p>Introduce some grade 9 phrases – si fuera posible, si tuviera la oportunidad, cuando sea mayor...</p>				
<p>The benefits of learning another language. (Viva GCSE Foundation and Higher)</p>	<p>(Viva GCSE Foundation) Hablo/Domino...</p> <p>Desde hace</p> <p>Lo bueno/mejor/más importante etc es que</p> <p>Te permite viajar/visitar/descubrir/encontrar/hacer/estudiar etc (GCSE Higher)</p> <p>Aumenta tu confianza, estimula el cerebro, mejora tus perspectivas laborales, te abre la mente, te hace parecer más atractivo.</p> <p>Te ayuda a... Te permite...</p> <p>apreciar la vida cultural de otros países, conocer a mucha gente distinta, conocer nuevos sitios, encontrar un trabajo, descubrir nuevas culturas, establecer buenas relaciones, hacer nuevos amigos, mejorar tu lengua materna, solucionar problemas, trabajar o estudiar en el extranjero</p>	<p>Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses</p>		<p>Literacy PSHCE Geography</p>	
<p>Job applications and interviews. (Viva GCSE Foundation)</p>	<p>¿Por qué quiere(s) ser..? ¿Qué asignaturas estudias/te gustan? ¿Qué habilidades tiene(s)? ¿Qué tipo de persona eres/es usted? Relevant answers to above questions – use previous language in lessons which will result in a range of quality of responses.</p>	<p>Listening Speaking Reading Writing Translation Transcription Performance Intonation – questions/where there is an accented syllable Spotting language patterns – grammatical awareness Extending responses</p>	<p>Prior knowledge – question words/forming questions.</p>	<p>Literacy PSHCE</p>	<p>'Personal statement'. (Present tense, 1st person) – paragraph including responses to the core questions.</p> <p>Final writing task: 4 paragraphs from above.</p>

Year 9 Unit 11: City or region in a Spanish- speaking country	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.	Identified extended writing tasks.
	Revisiting – describing where you live and what there is there	<p>¿Cómo es tu zona ? ¿Qué se puede hacer ? ¿Qué hay ? (no) Se puede + infinitive</p> <p>Revisiting town facilities and (no) hay (some simple environmental issues can be introduced here and will be explored in a little more depth under unit 12)</p> <p>Revisiting giving opinions and justifications</p> <p>varios. demasiados, tantos, algunos</p>	<p>Listening Speaking Reading Writing Translation Transcription Performance</p> <p>Intonation – questions/where there is an accented syllable</p> <p>Spotting language patterns – grammatical awareness</p> <p>Extending responses</p>	<p>Prior knowledge – describing a town (facilities and activities)</p> <p>Opinions and reasons</p> <p>hay</p>	<p>Literacy Geography PSHCE</p>	<p><i>Paragraph – description of my city/area.</i></p>
	Describing what your town/area used to be like	<p>¿Cómo era tu zona antes ?</p> <p>Now and then – ahora/hoy en día v antes</p> <p>Imperfect tense for descriptions – era, tenía, estaba</p> <p>había</p> <p>varios. demasiados, tantos, algunos</p>	<p>Listening Speaking Reading Writing Translation Transcription Performance</p> <p>Intonation – questions/where there is an accented syllable</p> <p>Spotting language patterns – grammatical awareness</p> <p>Extending responses</p>		<p>Literacy Geography PSHCE History</p>	<p><i>Paragraph – what my city/area used to be like.</i></p>
	Learning about and describing a place in a Spanish-speaking country	<p>¿Cómo es Barcelona ?</p> <p>¿Qué se puede hacer en... ?</p> <p>¿Qué hay de interés en... ?</p> <p>Introduction to Barcelona – places in a city with names of places of interest</p> <p>Simple vocabulary relating to geography such as: population, river, desert, mountain, volcanoes, hill, etc.</p> <p>Opinions and reasons.</p>	<p>Listening Speaking Reading Writing Translation Transcription Performance</p> <p>Intonation – questions/where there is an accented syllable</p> <p>Spotting language patterns – grammatical awareness</p> <p>Extending responses</p>		<p>Literacy Geography PSHCE</p>	<p><i>Paragraph – description of a Spanish-speaking city/area. (Barcelona)</i></p>

	Talking about where you would(n't) like to live in the future	<p>Revisiting expressing future wishes</p> <p>Making comparisons</p> <p>parece/sería/diría que</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Translation</p> <p>Transcription</p> <p>Performance</p> <p>Intonation – questions/where there is an accented syllable</p> <p>Spotting language patterns – grammatical awareness</p> <p>Extending responses</p>	<p>Prior knowledge – comparatives</p> <p>Structures for expressing future wishes</p> <p>Giving reasons for preferences</p>	<p>Literacy</p> <p>Geography</p> <p>PSHCE</p>	
	Future plans – where you would like to visit, what activities you are going to do	<p>¿Qué zona/país hispano te gustaría visitar y por qué ?</p> <p>¿Qué vas a hacer en... ?</p> <p>Revisiting weather expressions in all time frames</p> <p>Revisiting future time frame and holiday activities/excursions vocabulary</p> <p>Si+present+future</p> <p>Revisiting future wishes</p>		<p>Prior knowledge – structures for expressing future wishes, weather, near future, free-time/holiday activities</p>	<p>Literacy</p> <p>Geography</p> <p>PSHCE</p>	<p>Paragraph – where you would like to visit or live in future.</p> <p>Final writing task: 4 paragraphs from above.</p>
	Shopping for souvenirs, clothes etc Opinions on shopping	<p>¿Qué quieres comprar de recuerdo?</p> <p>¿Te gusta ir de compras?</p> <p>¿Adónde fuiste de compras la última vez y qué compraste ?</p> <p>Tourist vocabulary including revisiting transport (excursions)</p> <p>Exclamations such as : how interesting! How pretty! How exciting! Etc.</p> <p>Shopping vocabulary and expressions including revisiting money, colours and comparisons</p> <p>Role-play practice</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Translation</p> <p>Performance</p> <p>Intonation – questions/where there is an accented syllable</p>	<p>Prior knowledge – clothes and colours, shopping for clothes, exclamations, numbers/prices</p>	<p>Literacy</p> <p>PSHCE</p> <p>Numeracy</p>	

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Increased awareness of the wider world

Cultural similarities and differences

Key Geographical features – different types of area

Social skills – shopping, audience

Ambition – considering a wider world for future wishes and plans linked to quality of life and opportunities

Year 9 Unit 12: The World Around Us	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.	Identified extended writing tasks.
	Environmental problems now and in the past	<p>¿Qué problemas medioambientales hay en tu región/en... (región hispanoparlante)?</p> <p>¿Qué problemas había antes ?</p> <p>(no) hay... too much traffic, lots of pollution, lots of rubbish, too many factories, too much noise, green areas...</p> <p>Revisiting now and then (imperfect)</p> <p>Antes había problemas con...</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Translation</p> <p>Transcription</p> <p>Performance</p> <p>Intonation – questions/where there is an accented syllable</p> <p>Spotting language patterns – grammatical awareness</p> <p>Extending responses</p>	<p>Prior knowledge – some environmental and geographical vocabulary</p> <p>hay mucho, demasiado</p>	<p>Literacy</p> <p>Geography</p> <p>PSHCE</p> <p>Science</p>	<p>Paragraph – environmental problems.</p>
	Solutions to problems	<p>¿Qué se puede/debemos/tenemos que hacer ?</p> <p>Modal verbs + infinitives such as: save (water/energy), use (public transport/less water), recycle, reduce, reuse, buy (green/recycled products), plant, unplug, etc.</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Translation</p> <p>Transcription</p> <p>Performance</p> <p>Intonation – questions/where there is an accented syllable</p> <p>Spotting language patterns – grammatical awareness</p> <p>Extending responses</p>	<p>Prior knowledge – se puede, se debe/debemos</p>	<p>Literacy</p> <p>PSHCE</p> <p>Geography</p> <p>Science</p>	<p>Paragraph – what I/we do to help the environment.</p>
	Human/ childrens' rights	<p>¿Qué derechos tienen los niños en el mundo?</p> <p>¿Qué puede(n)/quiere(n)/va(n) a hacer en el futuro?</p> <p>Vocabulary human rights such as: right to education, to play, to love and family, etc.</p> <p>Modal verbs: can/cannot do + infinitives such as: express oneself, wear (clothes), study, speak, play, etc.</p> <p>Tener/Hay que + infinitive</p> <p>Expressing opinions and justifying them: (no) es justo/es inaceptable porque...</p> <p>Expressing future plans in the third person</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Translation</p> <p>Transcription</p> <p>Performance</p> <p>Intonation – questions/where there is an accented syllable</p> <p>Spotting language patterns – grammatical awareness</p> <p>Extending responses</p>		<p>Literacy</p> <p>Geography</p> <p>PSHCE</p>	<p>Paragraphs – what rights children have/should have and why.</p>
	Helping others – social issues	<p>¿Cómo podemos ayudar a otros?</p> <p>¿Cómo quieres ayudar en el futuro ?</p> <p>Vocabulary relating to volunteering, charity involvement, fund raising, etc.</p>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>Prior knowledge – future time frames</p>	<p>Literacy</p> <p>Geography</p> <p>PSHCE</p>	<p>Paragraph – how can we help others.</p>

Revisiting modal verbs
Revisiting future frame
Range of future structures; quiero/espero/me
gustaría+infinitive; immediate future, etc.

Translation
Transcription
Performance
Intonation – questions/where
there is an accented syllable
Spotting language patterns –
grammatical awareness
Extending responses

**Final writing task:
4 paragraphs from
above.**

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Awareness of social issues – locally and further afield
National and international rights for children
Similarities and differences between cultures
Socio-economic issues
Global issues
Awareness of environmental issues and possible solutions
Awareness of how someone can contribute to help improve some social issues