

Subject: SPANISH	Areas Covered	What students should understand/be able to demonstrate	Available resources to consolidate areas of weakness
Year 7	<p><b>TOPIC – At Home</b></p> <ul style="list-style-type: none"> <li>• Describing your bedroom</li> <li>• Using prepositions</li> </ul> <p><b>TOPIC - Free Time</b></p> <ul style="list-style-type: none"> <li>• Talking about free time activities</li> <li>• Telling the time</li> <li>• Talking about sports</li> <li>• Saying what you like to do in your free time</li> <li>• Saying where you are going to go</li> </ul> <p><b>TOPIC- In the City</b></p> <ul style="list-style-type: none"> <li>• Saying what your town is like what there is there</li> <li>• Talking about the weather</li> <li>• Saying what you do in town</li> </ul>	<p><b>TOPIC – At Home</b></p> <ul style="list-style-type: none"> <li>• Be able to describe what is in your bedroom and say where things are using prepositions</li> <li>• Use the stem-changing verbs ‘jugar’ and ‘dormir’</li> </ul> <p><b>TOPIC – Free Time</b></p> <ul style="list-style-type: none"> <li>• Use the irregular verbs ‘salir’ (to go out), ‘hacer’ (to do), and ‘ir’ (to go)</li> <li>• Recognise and be able to say several free time activities</li> <li>• Understand and give the time</li> <li>• Use the verbs ‘jugar’ (to play) and ‘hacer’ (to do) to talk about sports you do</li> <li>• Use ‘me gusta’ and an infinitive to say what you like to do.</li> <li>• Understand and be able to form the Near Future Tense</li> </ul> <p><b>TOPIC – In the City</b></p> <ul style="list-style-type: none"> <li>• Recognise and be able to say several places in the town</li> <li>• Be able to use the words ‘porque’ (because) and ‘pero’ (but) to form longer sentences.</li> <li>• Use ‘hay’ (there is) to describe your town/city</li> <li>• Understand and describe the weather</li> <li>• Use the Present Tense and the Near Future Tense together.</li> </ul>	<p><b>TOPIC – At Home</b></p> <ul style="list-style-type: none"> <li>• Term 4 Spelling Lists (in Progress Booklets)</li> <li>• Resources set on MILK during Term 4</li> <li>• <a href="https://conjuguemos.com/">https://conjuguemos.com/</a> - a website with a range of free grammar, vocab and listening activities (other suggested websites in the Year 7 BBL file on the school’s Open Drive)</li> <li>• Pages 32-40 of the Mira 1 Cuaderno (available in the Spanish section of the Open Drive)</li> </ul> <p><b>TOPIC – Free Time</b></p> <ul style="list-style-type: none"> <li>• Term 5 Spelling Lists (in Progress Booklets)</li> <li>• Resources set on MILK/Teams during Term 5</li> <li>• <a href="https://conjuguemos.com/">https://conjuguemos.com/</a> - a website with a range of free grammar, vocab and listening activities (other suggested websites in the Year 7 BBL file on the school’s Open Drive)</li> <li>• Pages 42-50 of the Mira 1 Cuaderno (available in the Spanish section of the Open Drive)</li> <li>• Department’s YouTube Video on the Near Future Tense (link to be shared on Teams)</li> </ul> <p><b>TOPIC – In the City</b></p> <ul style="list-style-type: none"> <li>• Resources set on Teams during Term 6</li> <li>• <a href="https://conjuguemos.com/">https://conjuguemos.com/</a> - a website with a range of free grammar, vocab and listening activities (other suggested websites in the Year 7 BBL file on the school’s Open Drive)</li> <li>• Pages 52-59 of the Mira 1 Cuaderno (available in the Spanish section of the Open Drive)</li> </ul>

			<ul style="list-style-type: none"> <li>Department's YouTube Videos on the Near Future Tense (link to be shared on Teams)</li> </ul>
Year 8	<p><b>TOPIC – Food</b></p> <ul style="list-style-type: none"> <li>Talking about a meal in the past</li> <li>Talking about what you like and dislike eating</li> </ul> <p><b>TOPIC - Clothes</b></p> <ul style="list-style-type: none"> <li>Labelling and describing clothes</li> <li>Talking about school uniform</li> <li>Comparatives and superlatives</li> <li>Using the Present and Near Future Tenses together</li> </ul> <p><b>TOPIC – Barcelona/Jobs</b></p> <ul style="list-style-type: none"> <li>Saying what there is to see and do in Barcelona</li> <li>Talking about different types of shops</li> </ul>	<p><b>TOPIC – Food</b></p> <ul style="list-style-type: none"> <li>Be able to use the Preterite Tense accurately for regular verbs</li> <li>Use 'me gusta' + infinitive to say what you like to eat/drink</li> </ul> <p><b>TOPIC - Clothes</b></p> <ul style="list-style-type: none"> <li>Describe clothing be using different adjectives and ensure they follow the rules of adjectival agreement</li> <li>Be able to talk about your school uniform and give your opinions about it</li> <li>Understand and use comparatives and superlatives accurately</li> <li>Use the Present and Near Future Tenses together</li> </ul> <p><b>TOPIC – Barcelona/Jobs</b></p> <ul style="list-style-type: none"> <li>Recognise and label some of the tourist attractions in Barcelona</li> <li>Be able to label different types of shops and say</li> </ul>	<p><b>TOPIC – Food</b></p> <ul style="list-style-type: none"> <li>Term 4 Spelling Lists (in Progress Booklets)</li> <li>Resources set on MILK during Term</li> <li><a href="https://conjuguemos.com/">https://conjuguemos.com/</a> - a website with a range of free grammar, vocab and listening activities (other suggested websites in the Year 8 BBL file on the school's Open Drive)</li> <li>Pages 32-40 of the Mira 2 Cuaderno (available in the Spanish section of the Open Drive)</li> <li>Department's YouTube Video on the Preterite Tense (link to be shared on Teams)</li> </ul> <p><b>TOPIC - Clothes</b></p> <ul style="list-style-type: none"> <li>Term 5 Spelling Lists (in Progress Booklets)</li> <li>Resources set on MILK/Teams during Term 5</li> <li><a href="https://conjuguemos.com/">https://conjuguemos.com/</a> - a website with a range of free grammar, vocab and listening activities (other suggested websites in the Year 8 BBL file on the school's Open Drive)</li> <li>Pages 42-50 of the Mira 2 Cuaderno (available in the Spanish section of the Open Drive)</li> <li>Department's YouTube Video on Comparatives and Superlatives (link to be shared on Teams)</li> </ul> <p><b>TOPIC – Barcelona/Jobs</b></p> <ul style="list-style-type: none"> <li>Resources set on Teams during Term 6</li> <li><a href="https://conjuguemos.com/">https://conjuguemos.com/</a> - a website with a range of free grammar, vocab and</li> </ul>

	<ul style="list-style-type: none"> <li>Asking for and giving directions</li> <li>Talking about different jobs</li> <li>Saying what you do in order to earn money</li> <li>The Present Continuous Tense</li> <li>The GCSE Speaking Exam – The Photo Card</li> </ul>	<p>what you can buy there using ‘se puede’</p> <ul style="list-style-type: none"> <li>Give and understand directions</li> <li>Label different jobs and be able to describe them</li> <li>Talk about jobs/chores you do and how much you earn</li> <li>Describe a photo using the Present Continuous Tense</li> </ul>	<p>listening activities (other suggested websites in the Year 8 BBL file on the school’s Open Drive)</p> <ul style="list-style-type: none"> <li>Pages 52-59 of the Mira 2 Cuaderno (available in the Spanish section of the Open Drive)</li> <li>Department’s YouTube Video on the Present Continuous Tense (link to be shared on Teams)</li> </ul>
Year 9	<p><b>Unit 4 – Free time</b></p> <ul style="list-style-type: none"> <li>Fanático del deporte</li> </ul> <p><b>Unit 5 – Ciudades (Cities)</b></p> <ul style="list-style-type: none"> <li>Places in town and city</li> <li>How to ask for and understand information in a tourist office</li> <li>The simple future tense</li> <li>Use of future tense with “if” clauses</li> </ul>	<p><b>Unit 4 – Free time</b></p> <ul style="list-style-type: none"> <li>Be able to talk about sports mentioning sports you currently do and sports you used to play before</li> <li>Recognise when to use the Imperfect tense and use it correctly</li> <li>Listen for different tenses</li> </ul> <p><b>Unit 5 – Ciudades (Cities)</b></p> <ul style="list-style-type: none"> <li>Describe where you live in more detail and mention the activities you can do there using the structure “se puede” + infinitive.</li> <li>Use the simple future tense and understand the difference between this tense and the “near future tense”</li> <li>Use the simple future with “if” clauses about the weather</li> </ul>	<p><b>Unit 4 – Free time</b></p> <ul style="list-style-type: none"> <li>Resources set on MILK during term 4</li> <li><a href="https://conjuguemos.com/">https://conjuguemos.com/</a> - a website with a range of free grammar, vocab and listening activities</li> <li>Pages 72 and 73 of our Text book VIVA GCSE Foundation. Link to digital book has been shared with all students on TEAMS</li> <li>All vocabulary is loaded onto Quizlet (BGS Page) for students to practise and memorise</li> </ul> <p><b>Unit 5 – Ciudades (Cities)</b></p> <ul style="list-style-type: none"> <li>Resources set on MILK and TEAMS during end of Term 4 and Term 5</li> <li><a href="https://conjuguemos.com/">https://conjuguemos.com/</a> - a website with a range of free grammar, vocab and listening activities</li> <li>Pages 92, 93, 94 and 95 Text book VIVA GCSE Foundation. Link to digital book has been shared with all students on TEAMS.</li> <li>All vocabulary is loaded onto Quizlet (BGS Page) for students to practise and memorise</li> </ul>

	<p><b>Unit 6 – De costumbre</b></p> <ul style="list-style-type: none"> <li>• Mealtimes</li> <li>• Daily routine (Reflexive verbs)</li> <li>• Illnesses</li> </ul>	<p><b>Unit 6 – De costumbre</b></p> <ul style="list-style-type: none"> <li>• Describe meals mentioning time, specific verbs in Spanish for each meal and items of food.</li> <li>• Talk about your daily routine using sequencers, time expressions and connectives.</li> <li>• Talk about illnesses and injuries using verbs “estoy” and “tengo” correctly.</li> <li>• Ask for help at the pharmacy. Recognize the infinitive structures “hay que” and “tienes que”</li> </ul>	<p><b>Unit 6 – De costumbre</b></p> <ul style="list-style-type: none"> <li>• Resources set on TEAMS in Term 6</li> <li>• <a href="https://conjuguemos.com/">https://conjuguemos.com/</a> - a website with a range of free grammar, vocab and listening activities</li> <li>• Pages 110, 111, 112 and 113 Text book VIVA GCSE Foundation. Link to digital book has been shared with all students on TEAMS.</li> <li>• All vocabulary is loaded onto Quizlet (BGS Page) for students to practise and memorise</li> </ul>
	<p><b>Unit 8 – Hacia un mundo mejor</b></p> <ul style="list-style-type: none"> <li>• Describing types of houses</li> <li>• How to protect the environment?</li> <li>• Talking about global issues (environmental and social)</li> <li>• Talking about local actions</li> <li>• 90 word essay</li> </ul>	<p><b>Unit 8 – Hacia un mundo mejor</b></p> <ul style="list-style-type: none"> <li>• Describe the type of house you live in, say its location and give your opinion.</li> <li>• Use the verbs “ser” and “estar” in the correct context</li> <li>• Say what is there in your house, mention rooms and adjectives</li> <li>• Discuss which actions you take in order to protect the environment</li> <li>• Consider global issues such as pollution, obesity, poverty and say which one worries you the most. Use superlative structures to talk about their severity.</li> <li>• Make suggestions for solutions on some of these problems using the structure “hay que” + infinitive</li> </ul>	<p><b>Unit 8 – Hacia un mundo mejor</b></p> <ul style="list-style-type: none"> <li>• Resources set on TEAMS in Term 6</li> <li>• <a href="https://conjuguemos.com/">https://conjuguemos.com/</a> - a website with a range of free grammar, vocab and listening activities</li> <li>• Pages 152,153,156,157,158 and 159 in VIVA GCSE Foundation text book. Link to digital book has been shared with all students on TEAMS</li> <li>• All vocabulary is loaded onto Quizlet (BGS Page) for students to practise and memorise</li> </ul>

		<ul style="list-style-type: none"> <li>• Talk about local actions to combat environment problems using the structure “se debería” + infinitive</li> <li>• Understand success criteria to write a 90 word essay</li> </ul>	
Year 10	<p><b>Unit 2 – Technology in everyday life</b></p> <ul style="list-style-type: none"> <li>- Discussing different technology, how you use it and your opinion on it</li> <li>- How do you keep in contact with friends / family via different technologies.</li> <li>- Positives / negatives of social media</li> </ul> <p><b>Unit 5 – Home, town, neighbourhood and region</b></p> <ul style="list-style-type: none"> <li>- Describing your house</li> <li>- Describing your town / neighbourhood</li> <li>- Talking about the positive and negative aspects of your local area</li> <li>- Describing your town in the past, present and future</li> <li>- Discussing the advantages / disadvantages of living in the town and countryside</li> <li>- Talking about shopping and shopping preferences</li> </ul> <p>Some Year 10 groups have just started the topic of <b>Travel and Tourism with a main focus on learning key vocabulary.</b></p>	<p><b>Unit 2 – Technology in everyday life</b></p> <p>Students must be able to use and recognise all topic vocabulary – pages 4-5 in the vocabulary booklet</p> <p>Students need to have a solid understanding of the following grammar points:</p> <ul style="list-style-type: none"> <li>- Present perfect tense</li> <li>- Present continuous tense</li> <li>- Uses of <i>por</i> and <i>para</i></li> <li>- How to formulate questions</li> </ul> <p>Higher tier: Use of <i>cuyo</i></p> <p>Students should have completed a set of speaking questions on this topic.</p> <p><b>Unit 5 – Home, town, neighbourhood and region</b></p> <p>Students must be able to use and recognise all topic vocabulary – pages 5 - 9 in the vocabulary booklet</p> <p>Students need to have a solid understanding of the following grammar points:</p> <ul style="list-style-type: none"> <li>- Key verbs <i>hay, ser, estar</i> in the present tense</li> <li>- Prepositions of place (<i>está detrás de</i> etc.)</li> <li>- Demonstrative adjectives and pronouns</li> <li>- Revision of past, present and future tenses</li> </ul> <p>Higher tier: possessive pronouns</p> <p>Students should have completed a set of speaking questions on this topic and a 90-word essay.</p>	<p>PowerPoint resources on Teams</p> <p>Kerboodle Online Book Higher: 30 – 41 84 – 95</p> <p>Foundation: 30 – 41 84 - 95</p> <p>Viva Online Book - Foundation Módulo 3 – 50-52 Módulo 5 – 88-100</p> <p>Viva Online Book – Higher Módulo 3 – 54 – 56 Módulo 5 – 94 – 105</p> <p>*Both Kerboodle and Viva contain additional online resources and worksheets that can be accessed by students</p> <p>Relevant pages in the Viva Grammar &amp; Translation Workbooks (all students have copies)</p> <p>All vocabulary is loaded onto Quizlet (BGS Page) for students to practise and memorise</p>

<p>Year 12</p>	<p><b>Year 12 El Patrimonio Cultural</b></p> <ul style="list-style-type: none"> <li>• Arte y arquitectura</li> <li>• El patrimonio musical y su diversidad</li> </ul> <p><b>Year 13: La inmigración</b></p> <ul style="list-style-type: none"> <li>• La inmigración en España</li> <li>• Los beneficios y problemas</li> <li>• Los indocumentados</li> <li>• La inmigración en el mundo hispano</li> </ul>	<p><b>Year 12 El Patrimonio Cultural</b></p> <ul style="list-style-type: none"> <li>• Discuss Spanish and Latin American artists and the role of architecture in Spain</li> <li>• Understand and use efficiently demonstrative and possessive adjectives</li> <li>• Understand and talk about the diversity of Hispanic music and dance</li> <li>• Recognise and use imperatives in translations, oral and written communication</li> </ul> <p><b>Year 13: La inmigración</b></p> <ul style="list-style-type: none"> <li>• Be able to discuss factual information, trends and reasons for immigration into Spain and migration of latin population into other countries.</li> <li>• Discuss the positive and negative aspects that immigration represents for the host country</li> <li>• Discuss the problems faced by migrants focussing in illegal immigrants</li> <li>• Form and use the present tense accurately</li> <li>• Use the preterite and imperfect tenses correctly and in the relevant context</li> <li>• Use compound tenses accurately</li> </ul>	<p><b>Year 12 El Patrimonio Cultural</b></p> <ul style="list-style-type: none"> <li>• Worksheets and Power Point presentations set on MILK and TEAMS</li> <li>• Focus on: Patrimonio Cultural Summary Power Point and El Patrimonio Cultural Revision Checklist</li> <li>• Revision notes in the Spanish folder – School Open drive</li> <li>• Articles saved in the Spanish folder – School Open Drive</li> <li>• <a href="https://conjuguemos.com/">https://conjuguemos.com/</a> - a website with a range of free grammar, vocab and listening activities</li> <li>• For the grammar focus on this topic use Relevant pages in the OUP Grammar &amp; Translation Workbooks (all students have copies)</li> <li>• OUP AQA A Level Year 1 and AS Pages 114-126</li> <li>• Kerboodle Online resources</li> </ul> <p><b>Year 13: La inmigración</b></p> <ul style="list-style-type: none"> <li>• Worksheets, Power points and resources shared on TEAMS</li> <li>• Focus on Simon Reeves documentaries (details on TEAMS)</li> <li>• Focus on article: La Bestia</li> <li>• Revision notes in the Spanish folder – School Open drive</li> <li>• Articles saved in the Spanish folder – School Open Drive</li> <li>• <a href="https://conjuguemos.com/">https://conjuguemos.com/</a> - a website with a range of free grammar, vocab and listening activities</li> <li>• For the grammar focus on this topic use Relevant pages in the OUP Grammar &amp; Translation</li> <li>• OUP AQA A Level Year 2 text book – pages 8-26</li> <li>• Kerboodle Online resources</li> </ul>
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