

# Year 9

## Scheme of Learning 2025 - 2026

# Spanish

**Subject leader: N Rubio-Gavilán**

| Topic overview for Year 9  |  |  |   |   |  |
|--|--|--|---|---|--|
| Term 1   | Term 2   | Term 3   | Term 4  | Term 5  | Term 6   |
| <b><u>School Pt. 1</u></b>   | <b><u>School Pt. 2</u></b>   | <b><u>My town Pt. 1</u></b>  | <b><u>My town Pt. 2</u></b>   | <b><u>Family and Friends Pt. 1</u></b>  | <b><u>Family and Friends Pt. 2</u></b>   |
| 1. School life<br>- What my school is like<br>- What my teachers are like<br>- School uniform<br><br>2. School subjects<br>- Giving opinions<br><br>3. School success<br>- Using para + infinitive<br>- Talking about how to be successful | 4. Changing your school<br>- Talking about school rules<br>- Using the conditional tense<br><br>5. A school trip<br>- Using the preterite tense<br>- Talking about a school trip in the past | 6. Where I live<br>- Describing where you live<br>- The pros and cons of where you live<br>- How would you change your town<br><br>7. Future plans<br>- Where are you going to live<br>- Using the near future tense / simple future tense | 8. Living in Medellín<br>- Describing Medellín<br>- What was Medellín like in the past?<br><br>9. Shopping<br>- Types of shops<br>- Shopping habits | 10. What my family is like<br>- Physical description<br>- Personality<br>- Relationships – giving opinions<br><br>11. Friendship<br>- What makes a good friend<br>- Revision of descriptions<br><br>12. How I spend my weekend<br>- Using the present and past tense together | 13. What makes you you?<br>- Describing yourself<br>- Describing what is important to you<br><br>14. Your identity online<br>- Advantages and disadvantages of social media<br><br>15. Role models<br>- Talking about who you follow<br>- Talking about who is a good role model and why |

| Vital prerequisites   | Vital prerequisites  | Vital prerequisites  | Vital prerequisites   | Vital prerequisites   | Vital prerequisites  |
|---|--|--|---|---|--|
| <ul style="list-style-type: none"> <li>- School subjects (year 7)</li> <li>- Numbers (year 7)</li> <li>- Colours (Year 7)</li> <li>- Opinion phrases (KS3)</li> <li>- Knowledge of infinitives</li> </ul>   | <ul style="list-style-type: none"> <li>- Knowledge of preterite tense</li> <li>- Knowledge of countries (Year 8)</li> <li>- Transport vocabulary (Year 8)</li> </ul>   | <ul style="list-style-type: none"> <li>- Vocabulary related to home and town (Year 7)</li> <li>- Near future tense</li> </ul>  | <ul style="list-style-type: none"> <li>- Preterite tense</li> <li>- Opinion phrases (ongoing)</li> </ul>  | <ul style="list-style-type: none"> <li>- Family vocabulary (Year 7)</li> <li>- Physical appearance (Year 7)</li> <li>- Personality (Year 7)</li> <li>- Preterite and present tense (ongoing)</li> </ul>                       | <ul style="list-style-type: none"> <li>- Opinion phrases (ongoing)</li> <li>- Personality (Year 7 and ongoing)</li> </ul>  |
| Why are we teaching this now?   | Why are we teaching this now?  | Why are we teaching this now?  | Why are we teaching this now?   | Why are we teaching this now?   | Why are we teaching this now?  |
| Offers an introduction to the GCSE course with a topic that is familiar from KS3. Allows students to develop more complex vocabulary by building upon vocabulary from a topic which is already familiar. This provides a good bridging topic from KS3 into KS4. | Continues coverage of the school topic for GCSE course and builds in complexity of the conditional verb tense. Students will have only seen this as an isolated phrase in KS3 with the use of “me gustaría”. | Vocabulary related to the topic of town has not been seen since Year 7, allowing for re-visiting of the basics. This can then be built upon to take the level of vocabulary up from KS3 to what is required for the new GCSE. There is a further chance to embed the simple future tense seen in Term 1. | Much of this vocabulary will be new and will cover the remainder of this module in the GCSE text book. This term will also cover a big cultural aspect, looking at Medellín in Colombia and will provide an opportunity to look at the Hispanic speaking world. It will also introduce the role play element of the speaking exam; a key task in the speaking exam. | Vocabulary related to the topic of town has not been seen since Year 7, allowing for re-visiting of the basics. This can then be built upon to take the level of vocabulary up from KS3 to what is required for the new GCSE. | Much of this vocabulary will be new and will cover the remainder of this module in the GCSE text book. This topic will allow students to combine the following elements from throughout the year to ensure that these have been mastered: <ul style="list-style-type: none"> <li>- Present, past and future tense</li> <li>- Giving complex opinions</li> <li>- Justifying opinions</li> </ul> |

**Term 1: School**

| Big Question   | Learning Objectives   | Assessment and Homework  | Resources     | Links to SMSC, PSHE and British Values   |
|--|---|--|---------------|--|
| <b>Topic 1: What is my school like?</b>                          |   |  |               |  |
| What is my school like?<br><i>¿Cómo es mi insti?</i>             | To be able to use 'hay' and 'no hay'<br><br>To give descriptions using the verb 'ser'   | Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>   | Term 1 MFL KO | Spiritual: Reflection on the school experience and sense of belonging  |
| What is your school day like?<br><i>¿Cómo es tu día escolar?</i> | To be able to use times<br><br>To be able to talk about your daily routine  | The different type of questions are:<br>- Write 4 items of vocab<br>- Translation into English<br>- Translation into French<br>- Spot and correct the error<br>- Fill in with the correct phrase<br>- Find the odd one out and justify why                   | Term 1 MFL KO | Social and moral: discussion of responsibilities<br>Cultural: comparison with school in Spanish speaking countries |
| What are your teachers like?<br><i>¿Cómo son tus profes?</i>     | To be able to describe people.  | Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.<br><br>Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework. | Term 1 MFL KO | Social: talking about others respectfully<br>BV: mutual respect  |
| <b>Mid Term Assessment</b>                                       | Writing Assessment: Translation into Spanish to assess vocabulary learnt this term.<br>Photo description task. (4 sentences into Spanish) |  |               |  |
| <b>PIT</b>   | Students to work on EBI provided from Mid Term Assessment   |  |               |  |
| <b>Topic 2: School subjects</b>                                  |   |  |               |  |

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| What subjects do you like?<br><i>¿Qué asignaturas te gustan?</i>                        | To revise giving opinions.  | Ongoing use of low stakes assessment methods such as<br>- MWBs to drill vocabulary and check for understanding.<br>- Questioning   | Term 1 MFL KO | Spiritual: reflect and express preferences  |
| Why?<br><i>¿Por qué?</i>  | To give complex justifications to opinions.   | Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework.   | Term 1 MFL KO | BV and social: respect other opinions   |
| What clothes do you wear in school?<br><i>¿Qué ropa llevas en el insti?</i>             | To talk about school clothes<br>- Use of adjectival agreement with colours                    |  | Term 1 MFL KO | Cultural: comparison with school in Spanish speaking countries<br>BV: Rule of law                   |
| <b>Topic 3: School success</b>  |   |  |               |   |
| What are you going to do to be successful?<br><i>¿Qué vas a hacer para tener éxito?</i> | To talk about future school plans<br>- To use para + infinitive<br>- To use the simple future | Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.<br><br>Set up of students with <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> account ready to implement weekly homework. | Term 1 MFL KO | Spiritual: aspiration and reflection on future choices<br>Moral: sense of responsibility and ethics |

### Term 2: School Pt. 2

| Big Question                         | Learning Objectives                                   | Assessment and Homework   | Resources     | Links to SMSC, PSHE and British Values            |
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| <b>Topic 4: Changing your school</b> |   |   |               |   |
| What are the school rules?           | To know school rules<br>- To be able to use 'hay que' | Each lesson should begin with a retrieval-based starter. Questions should retrieve information from | Term 2 MFL KO | BV: Rule of law and democracy<br>expression views |

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| ¿Cuáles son las normas de tu insti?   |   | <i>Last lesson, Last week, Last term, Last year.</i>   |               |   |
| What do you think of the rules?<br><i>¿Qué piensas de las normas?</i>           | To be able to give opinions about school rules.<br>- To talk about pros and cons  | The different type of questions are:<br>- Write 4 items of vocab<br>- Translation into English<br>- Translation into French<br>- Spot and correct the error<br>- Fill in with the correct phrase<br>- Find the odd one out and justify why | Term 2 MFL KO | Moral and social: evaluate rules and discuss respectfully<br>BV: mutual respect               |
| What would you change about your school?<br><i>¿Qué cambiarías en tu insti?</i> | To use the conditional tense to talk about what changes you would make to your school   | Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.<br><br>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>                           | Term 2 MFL KO | Social: respectful attitudes towards others<br><br>Spiritual: reflecting on one's preferences |
| <b>Mid Term Assessment</b>  | <b>Listening Assessment</b><br><b>Writing Assessment: Write 40-50 words on school.</b><br>- What is your school like?<br>- What do you think of the school rules?<br>- What would you change about your school? |  |               |   |
| <b>PIT</b>  | <b>Students to work on EBI provided from Mid Term Assessment</b>  |  |               |   |
| <b>Topic 5: A school trip</b>   |   |  |               |   |
| Where did you go with your school?<br><i>¿Adónde fuiste con tu colegio?</i>     | To be able to talk about a past school trip<br>- Use of the preterite tense   | Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.   | Term 2 MFL KO | Cultural: talking about the wider world   |
| What did you do in your school trip?  | To be able to talk about a past trip<br>- Activities in the preterite tes   | Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>   |               | Social: appreciation of other's preferences   |

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| ¿Qué hiciste en tu viaje escolar?  | - To use adverbs to add structure to paragraphs  |  |                  |   |
| What was it like?<br>¿Cómo fue?  | To be able to give opinion in the past<br>- Giving positives and negatives   |  | Term 2 MFL KO    | Spiritual: reflecting on past experiences     |
| <b>Term 3: My Town</b>   |  |  |                  |   |
| <b>Big Question</b>  | <b>Learning Objectives</b>   | <b>Assessment and Homework</b>   | <b>Resources</b> | <b>Links to SMSC, PSHE and British Values</b> |
| <b>Topic 6: Where I live</b>   |  |  |                  |   |
| Where do you live?<br>¿Dónde vives?  | To be able to describe where you live  | Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>   | Term 3 MFL KO    | Spiritual and Social: explore identity        |
| Where do you prefer to live?<br>¿Dónde prefieres vivir ?                               | To be able to give pros and cons of living in the city vs countryside<br>- Using lo bueno and lo malo<br>- Using comparatives<br>- Using tan and tanto | The different type of questions are:<br><br>- Write 4 items of vocab<br>- Translation into English<br>- Translation into French<br>- Spot and correct the error<br>- Fill in with the correct phrase<br>- Find the odd one out and justify why | Term 3 MFL KO    | Moral: critical thinking                      |
| What did you do last week in your town?<br>¿Qué hiciste la semana pasada en tu pueblo? | To be able to use the preterite tense to talk about a trip in the past.  | Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.<br><br>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>                               | Term 3 MFL KO    | Spiritual and social: reflection on lifestyle |
| <b>Mid Term Assessment</b>   | <b>Writing Assessment: 90 words</b>  |  |                  |   |

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|   | <ul style="list-style-type: none"> <li>- Where you live and what the area is like</li> <li>- The pros and cons of living in your area</li> <li>- Something you did last week</li> <li>- Where you would like to live in the future</li> </ul> |  |               |   |
| <b>PIT</b>  | Students to work on EBI provided from Mid Term Assessment   |  |               |   |
| <b>Topic 7: Where would you like to live in the future</b>                                    |   |  |               |   |
| How would you change your town?<br><i>¿Cómo cambiarías tu pueblo?</i>                         | To be able to use the conditional tense.  | Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.<br><br>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> | Term 3 MFL KO | Spiritual; encourages ambition<br><br>Cultural: discover interest for the wider world |
| Where would you like to live in the future?<br><i>¿Adónde te gustaría vivir en el futuro?</i> | To be able to use the conditional tense.  |  | Term 3 MFL KO |   |

| Term 4: My Town Pt. 2                               |                                  |  |           |   |
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| Big Question  | Learning Objectives              | Assessment and Homework  | Resources | Links to SMSC, PSHE and British Values  |
| <b>Topic 8: Living in Medellín</b>                  |                                  |  |           |   |
| What is Medellín like?<br><i>¿Cómo es Medellín?</i> | To know about Medellín, Colombia | Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i> | Term 4 KO | Cultural: Develops understanding of Spanish speaking countries' culture and its landmarks |

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| <p>What was Medellín like in the past? Pt. 1</p> <p><i>¿Cómo era Medellín en el pasado?</i></p> | <p>To be able to talk about what Medellín used to be like</p> <ul style="list-style-type: none"> <li>- To use the imperfect tense</li> </ul>                    | <p>The different type of questions are:</p> <ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot and correct the error</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul> <p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p> | Term 4 KO | <p>Social: reflecting on how others live</p> <p>BV: mutual respect</p> <p>Spiritual: reflection on one's choices</p>  |
| <p>What was Medellín like in the past? Pt. 2</p> <p><i>¿Cómo era Medellín en el pasado?</i></p> | <p>To compare Medellín now with what it used to be like</p> <ul style="list-style-type: none"> <li>- Using the present and imperfect tenses together</li> </ul> |  | Term 4 KO |   |
| <b>Mid Term Assessment</b>  | <p>Reading assessment: Translation into English<br/>Writing Assessment: Describe a photo</p>  |  |           |   |
| <b>PIT</b>  | <p>Students work on EBI provided from Mid Term Assessment</p>   |  |           |   |
| <b>Topic 9: Shopping</b>  |   |  |           |   |
| <p>What do you buy?</p> <p><i>¿Qué compras?</i></p>   | <p>To know items of clothing</p> <ul style="list-style-type: none"> <li>- to revise adjectival agreement</li> <li>- to use demonstrative adjectives</li> </ul>  | <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p>  | Term 4 KO | <p>Moral: considering ethical buying</p> <p>Cultural: understanding differences in shopping in different countries</p> <p>PSHE: reflect on financial issues with shopping</p> |
| <p>What is the problem?</p> <p><i>¿Cuál es el problema?</i></p>                                 | <p>To be able to talk about issues with clothes</p> <ul style="list-style-type: none"> <li>- To practise a shop based role play</li> </ul>                      |  | Term 4 KO | <p>Cultural: understand the cultural differences in a shop-based scenario</p> <p>BV: respect towards people working in retail</p>   |

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| Where do you prefer to go shopping?<br><i>¿Dónde prefieres ir de compras?</i> | To talk about shopping habits <ul style="list-style-type: none"> <li>- To talk about how young people usually shop (use of suelo)</li> <li>- To give opinions about different shops</li> </ul> |  | Term 4 KO | Moral: considering ethical buying<br>Cultural: understanding differences in shopping in different countries<br>PSHE: reflect on financial issues with shopping |
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### Term 5: My family and Friends Pt. 1

| Big Question  | Learning Objectives                | Assessment and Homework  | Resources | Links to SMSC, PSHE and British Values                                       |
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| <b>Topic 10: What my family is like</b>                             |                                    |  |           |  |
| Who is in your family?<br><i>¿Quién hay en tu familia?</i>          | To revise family members           | Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>                               | Term 5 KO | Spiritual; reflection on identity<br>BV: mutual respect                      |
| What is your family like? Pt 1<br><i>¿Cómo es tu familia? Pt. 1</i> | To be revise physical descriptions | The different type of questions are: <ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> </ul> | Term 5 KO | BV: mutual respect<br>Moral: developing respecting other people's appearance |
| What is your family like? Pt 2<br><i>¿Cómo es tu familia? Pt. 2</i> | To revise describing personality   | <ul style="list-style-type: none"> <li>- Spot and correct the error</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul>              | Term 5 KO | BV: mutual respect<br>Moral: developing empathy                              |

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| Who do you get on with in your family?<br><i>¿Te llevas bien con tu familia?</i>                              | To be able to describe family relationships using reflexive verbs.  | Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.<br><br>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> | Term 5 KO | Moral and social: self-reflection, empathy and respect for others |
| <b>Topic 11: What did you do last weekend with your family?</b>   |   |  |           |   |
| What did you do last weekend with your family?<br><i>¿Qué hiciste el fin de semana pasado con tu familia?</i> | To talk about a weekend spent with family<br>- Revision of the preterite tense.   | Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.<br><br>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> | Term 5 KO | Spiritual: reflection on lifestyle                                |
| <b>Mid Term Assessment</b>  | <b>Writing Assessment: 90 word writing</b><br>- What is your family like<br>- Your opinion of your family with reasons<br>- What you did last weekend<br>- What you would like to do next weekend |  |           |   |
| <b>PIT</b>  | Students to work on EBI provided from Mid Term Assessment   |  |           |   |
| <b>Topic 12: Friendship</b>   |   |  |           |   |
| What is your best friend like?<br><i>¿Cómo es tu mejor amigo?</i>   | To describe your best friend  | Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.   | Term 5 KO | Social: explores friendship values                                |
| What makes a good friend?<br><i>¿Cuál es un buen amigo?</i>   | To be able to talk about qualities of good friendships  | Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a>   | Term 5 KO |   |

**Term 6: My family and friends Pt. 2**

| Big Question  | Learning Objectives                                     | Assessment and Homework   | Resources | Links to SMSC, PSHE and British Values   |
|---|---|---|-----------|--|
| <b>Topic 13: What makes you you?</b>                                  |   |   |           |  |
| What are you like?<br><i>¿Cómo eres?</i>                              | To be able to describe yourself.                        | Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i>  | Term 6 KO | Spiritual; reflection on identity and values   |
| What is important to you?<br><i>¿Qué es importante para ti?</i>       | To be able to discuss what is important for you in life | The different type of questions are:<br><ul style="list-style-type: none"> <li>- Write 4 items of vocab</li> <li>- Translation into English</li> <li>- Translation into French</li> <li>- Spot and correct the error</li> <li>- Fill in with the correct phrase</li> <li>- Find the odd one out and justify why</li> </ul> Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.<br><br>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a> | Term 6 KO | Social; understanding differences with others<br><br>BV: mutual respect and individual liberty |
| <b>Topic 14: Your online identity</b>                                 |   |   |           |  |
| How do you use social media?<br><i>¿Cómo usas las redes sociales?</i> | To talk about how you use social media.                 | Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.  | Term 6 KO | Social: understanding how we use internet with others  |

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| <p>What are the advantages of social media?</p> <p><i>¿Cuáles son las ventajas de las redes sociales?</i></p> | <p>To be able to talk about the pros and cons of social media</p>   | <p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p>   | <p>Term 6 KO</p> | <p>Moral: critical thinking</p> <p>PSHE: use of technology</p>                            |
| <p><b>Topic 15: Role Models</b></p>   |   |   |                  |   |
| <p>Who do you follow online?</p> <p><i>¿Quién sigues en línea?</i></p>  | <p>To be able to talk about role models that you follow online.</p> | <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework task on <a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p> | <p>Term 6 KO</p> | <p>Spiritual: reflection on aspirations</p> <p>Moral: understanding ethical behaviour</p> |
| <p>Who is your role model?</p> <p><i>¿Quién es tu modelo a seguir?</i></p>                                    | <p>To be able to discuss what makes a good role model.</p>          |   | <p>Term 6 KO</p> |   |