

<ul style="list-style-type: none"> - Using time phrases - Using the near future tense - Using opinion phrases - Describing people 	<ul style="list-style-type: none"> - Knowledge of food and drink (Year 8) - Talking about how you feel (Year 7) - Body parts (Year 8) - Future and imperfect tense (Year 9) 	<ul style="list-style-type: none"> - Vocabulary related to festivals (KS3) - Using the simple future (Term 1 and Term 2) - Using the past tense (Year 8 and Year 9) 	<ul style="list-style-type: none"> - Countries (Year 8) - Transport (Year 8) - Use of conditional tense (Year 9) - Role play techniques (Term 2 Year 10) 	<ul style="list-style-type: none"> - Geography vocabulary (Year 8) - Environment vocabulary (Year 8) - Opinions 	<ul style="list-style-type: none"> - Environment vocabulary (Year 8) - Use of modal verbs
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 imperfect verb tense. Students will not have seen this before. Other elements of complexity are added in with more complex negative structures.	Vocabulary related to the topic of holidays has not been seen since Year 8, allowing for re-visiting of the basics. Evidence of a spiral curriculum. 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 and the past tense seen throughout Year 8 and Year 9.	Much of this vocabulary will be new and will cover the remainder of this module in the GCSE text book. This term will also heavily focus on the use of the conditional tense. It will also revise the role play element of the speaking exam but in a different context; a key task in the speaking exam.	Vocabulary related to the topic of the environment has not been seen since Year 8, 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.

Term 1: Future Ambitions

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
Topic 1: Part time jobs				
<p>BQ: What do you do to earn money?</p> <p><i>BQ: ¿Qué haces para ganar dinero?</i></p>	<p>To be able to talk about a part time job.</p> <p>To be able to talk about when you work and how much you earn.</p> <ul style="list-style-type: none"> - Use of the present tense - Use of the pronoun “lo” 	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why 	<p>Term 1 MFL KO</p> <p>New GCSE H and F: Pg. 184-185</p>	<p>British Values: respect different jobs</p> <p>PSHE: financial education and responsibilities at home</p> <p>Cultural: talking about “bar de pinchos”</p> <p>Talking about different currencies</p>
<p>BQ: Do you like your job?</p> <p><i>BQ: ¿Te gusta tu trabajo?</i></p>	<p>To be able to give you opinion about your job.</p> <ul style="list-style-type: none"> - Giving positives and negatives 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Students will have a www.sentencebuilders.com account set up, ready to complete weekly homework tasks aligned with classroom learning.</p>	<p>Term 1 MFL KO</p> <p>New GCSE H and F: Pg. 184-185</p>	<p>Social: talking about team work and workplace relationships</p> <p>PSHE: importance on liking or disliking your job for your mental health</p>
Topic 2: Future plans				

BQ: What type of person are you? <i>BQ: ¿Qué tipo de persona eres?</i>	To be able to describe yourself and your qualities. - Giving complex opinion phrases	Ongoing use of low stakes assessment methods such as - MWBs to drill vocabulary and check for understanding. - Questioning Weekly homework on www.sentencebuilders.com aligned with classroom learning.	Term 1 MFL KO New GCSE H and F: Pg. 185	British Values: respect everyone's different character traits PSHE: self-awareness and how your personal strengths are good for certain careers
BQ: What work experience do you have? <i>BQ: ¿Qué experiencia laboral tienes?</i>	To be able to talk about a job in the past - Recognising the past perfect To be able to do writing picture task (Q1 F Paper 4)		Term 1 MFL KO New GCSE H: Pg. 185	PSHE: value of work experience in the future Cultural: learning about jobs in Spain
BQ: What type of job do you want? <i>BQ: ¿Qué tipo de trabajo quieres?</i>	To be able to say what job you want - Including job experience in the past - Recognising the present perfect (he) - Use of future time frames		Term 1 MFL KO New GCSE F: Pg. 186	British Values: liberty of choosing a career path PSHE: career aspiration
Mid Term Assessment	Writing Assessment: - 40-50 words • What sort of person are you • What you do to earn money • What you would like to do in the future Picture description			
PIT	Students to work on EBI provided from Mid Term Assessment			
BQ; What did you wanted to be? <i>BQ: ¿Qué querías ser?</i>	To be able to say what job you wanted - Use of the imperfect to say what you wanted to be as a child - Use of both future and past time frames		Term 1 MFL KO New GCSE H: Pg. 186	Reflection on the change in goals and values
BQ: What plans do you have for the future?	To be able to talk about your future ambitions - Use of a range of future time frames		Term 1 MFL KO	Spiritual – thinking about values in the future

BQ: <i>¿Qué planes tienes para el futuro?</i>			New GCSE H and F: Pg. 182-183	
Topic 3: Languages				
BQ: What languages do you speak? BQ: <i>¿Qué idiomas hablas?</i>	To be able to say what languages you speak	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding. Weekly homework on www.sentencebuilders.com aligned with classroom learning.	Term 1 MFL KO New GCSE H and F: Pg. 188-189	Cultural: Talking about different languages Social and Spiritual: the importance of languages and respecting them
BQ: Why are languages important? BQ: <i>¿Por qué los idiomas son importantes?</i>	To be able give advantages of studying and speaking languages		Term 1 MFL KO New GCSE H and F: Pg. 188-189	British Values: mutual respect and tolerance PSHE: importance of languages in your career

Term 2: Healthy Living				
Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
Topic 4: Eating Healthily				
BQ: What do you normally eat? BQ: <i>¿Qué comes normalmente?</i>	To be able to talk about different meal times <ul style="list-style-type: none"> - Use of time expressions - Use of expressions using <i>tener</i> 	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i> The different type of questions are: <ul style="list-style-type: none"> - Write 4 items of vocab 	Term 2 MFL KO New GCSE Pg 80-83	Cultural: learning about typical dishes from Spanish speaking countries and different eating habits

<p>BQ: What would you like to try?</p> <p><i>BQ: ¿Qué te gustaría probar?</i></p>	<p>To talk about Spanish speaking countries' dishes</p> <ul style="list-style-type: none"> - Use the conditional 	<ul style="list-style-type: none"> - Translation into English - Translation into French - Spot and correct the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why 		
<p>BQ: Do you lead a healthy lifestyle?</p> <p><i>BQ: ¿Te llevas una vida sana?</i></p>	<p>To be able to talk about your daily life and routine</p> <ul style="list-style-type: none"> - Use of reflexive verbs - Use of <i>suelo</i> with reflexive and non reflexive verbs 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning</p>	<p>Term 2 MFL KO</p> <p>New GCSE Pg 82-83</p>	<p>PSHE: Understand the importance of diet, exercise and mental health</p> <p>Moral: Making Good choices to benefit health</p>
<p>Topic 5: Physical Health</p>				
<p>BQ: What's up?</p> <p><i>BQ: ¿Qué te pasa?</i></p>	<p>To be able to say what is wrong with your health</p> <ul style="list-style-type: none"> - use of <i>me duele</i> and <i>me duelen</i> - Use of infinitive phrases to give advice <p>To be able to do a role play at a doctor's (Q2 Paper 1)</p>		<p>Term 2 MFL KO</p> <p>New GCSE Pg 88-89</p>	<p>Spiritual: expressing emotions and how you are feeling</p> <p>Social: giving advice and supporting others</p> <p>Cultural: approaching conversational situation in a different language</p>
<p>Mid Term Assessment</p>	<p>Speaking Assessment: Role Play (Doctor's)</p>			

	Translation into Spanish based on Vocabulary from topic 4 and 5.			
PIT	Students to work on EBI provided from Mid Term Assessment			
Topic 6: Changing your lifestyle				
<p>BQ: What was your life like when you were younger?</p> <p><i>BQ: ¿Cómo era tu vida cuando eras más joven?</i></p>	<ul style="list-style-type: none"> - To be able to use the imperfect tense to talk about what your life was like - To be able to use the present tense and the imperfect tense comparing now and before 	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning</p>	<p>Term 2 MFL KO</p> <p>New GCSE Pg 86-87</p>	<p>Spiritual: reflection and learning on personal growth and change</p>
<p>BQ: How are you going to change your lifestyle?</p> <p><i>BQ: ¿Cómo cambiarás tu estilo de vida?</i></p>	<p>To be able to use subordinate clauses to talk about future changes.</p> <ul style="list-style-type: none"> - Use of simple future tense 		<p>Term 2 MFL KO</p> <p>New GCSE Pg 90-91</p>	<p>PSHE: setting goals and self-discipline</p> <p>Spiritual: reflection and learning on personal growth and change</p>

Term 3: Festivals and Holidays Pt 1.

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
Topic 7: Hispanophone Festivals				

<p>BQ: What are some Hispanophone festivals? Pt. 1</p> <p><i>BQ: ¿Cuáles son algunas fiestas hispanohablantes?</i></p>	<p>To know about festivals in different hispanophone countries</p> <p>To be able to explain the concept of hispanophone</p> <ul style="list-style-type: none"> - Use of superlatives to talk about festivales - To practice comprehension skills and cognate recognition 	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why 	<p>Term 3 MFL KO</p> <p>New GCSE: Pg 34-35</p>	<p>Cultural: Understanding diversity of festivals in the Spanish-speaking world</p> <p>BV and Moral: Respect and appreciation of different cultures</p>
<p>BQ : Why are festivals important?</p> <p><i>BQ: ¿Por qué las fiestas son importantes?</i></p>	<p>To be able to talk about the importance of celebrations.</p> <ul style="list-style-type: none"> - Giving complex opinions 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning</p>	<p>Term 3 MFL KO</p>	<p>Social: understanding the importance of festivals for the community</p> <p>Spiritual: reflection on traditions and beliefs</p> <p>Understanding cultural pride</p>
<p>Mid Term Assessment</p>	<p>Reading Assessment: Comprehension questions + translation task into English</p>			
<p>PIT</p>	<p>Students to work on EBI provided from Mid Term Assessment</p>			
<p>Topic 8: Ideal Holiday</p>				
<p>BQ: What would your ideal holidays be like?</p> <p><i>BQ: ¿Cómo serían tus vacaciones ideales?</i></p>	<p>To be able to use the conditional tense to say where you would like to go</p> <ul style="list-style-type: none"> - Use of <i>me gustaría</i> 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p>	<p>Term 3 MFL KO</p> <p>New GCSE Pg 132-33</p>	<p>Cultural: Appreciating cultural experiences in other countries</p> <p>Spiritual: Importance of free time and holidays</p>

		Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning		PSHE: developing planning skills
BQ: What can you do there? <i>BQ: ¿Qué se puede hacer?</i>	To say what you can do there - Use of <i>se puede</i>		Term 3 MFL KO New GCSE Pg 132-33	Spiritual: reflecting on choices to relax and spend free time Cultural: reflection on type of activities in different locations Reflect on stereotypes
BQ: What type of transport do you prefer? <i>BQ: ¿Qué tipo de transporte prefieres?</i>	To give opinions about different types of transport - Use of comparatives		Term 3 MFL KO New GCSE Pg 132-33	Moral: thinking about environment impact of travelling

Term 4: Festivals and Holidays Pt. 2

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
Topic 9: Past holidays				
BQ: What were your last holidays like? <i>BQ: ¿Qué tal tus últimas vacaciones?</i>	To be able to talk about a past holiday. - To use the preterite tense - Use of <i>acabo de</i> + infinitive	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i> The different type of questions are:	Term 4 KO New GCSE Pg 36-37	Spiritual: reflection on past experiences BV: respecting each other experiences Cultural: appreciating

		<ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in the with the correct verb or time expression (past, present future) 		different experiences
<p>BQ: What was the weather like?</p> <p>BQ: ¿Qué tiempo hizo?</p>	<p>To be able to talk about the weather in the past.</p> <ul style="list-style-type: none"> - Use of the preterite tense with weather phrases - Use of <i>decidir</i> + infinitive 	<ul style="list-style-type: none"> - Fill in with the correct phrase - Find the odd one out and justify why <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p>	<p>Term 4 KO</p> <p>New GCSE Pg 36-37</p>	<p>Cultural: understanding climate in different regions. Reflect on stereotypes</p>
<p>BQ: What happened?</p> <p>BQ: ¿Qué ocurrió?</p>	<p>To be able to talk about problems on holiday</p> <ul style="list-style-type: none"> - Use of the preterite tense 	<p>Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning</p>	<p>Term 4 KO</p> <p>New GCSE Pg 36-37</p>	<p>Spiritual: reflection on past events</p> <p>Moral: understanding consequences</p> <p>Cultural: reflecting on how context can make problems worse</p> <p>PSHE: learn to plan from past mistakes</p>
<p>Mid Term Assessment</p>	<p>Writing assessment: 80-90 words</p> <ul style="list-style-type: none"> - Where you like to go on holiday and why - Favourite type of transport and why - Where did you go last year - Your ideal holiday 			
<p>PIT</p>	<p>Students to work on EBI provided from Mid Term Assessment</p>			
<p>Topic 10: Booking accommodation</p>				
<p>BQ : Where did you stay?</p>	<p>To be able to give opinions about a stay in a hotel</p> <ul style="list-style-type: none"> - Giving pros and cons 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p>	<p>Term 4 KO</p> <p>New GCSE Pg 38-39</p>	<p>Moral: respecting the rules</p>

BQ: <i>¿Dónde te quedaste?</i>	- Use of the imperfect tense for descriptions in the past	Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning		Spiritual: reflection on personal opinions on comfort
BQ: Can I help you? <i>¿Puedo ayudarle?</i>	To be able to book hotel rooms To practise a hotel- based role play (Q2 Paper 1)		Term 4 KO New GCSE Pg 38-39	BV: respect to people working in accommodation Cultural: understanding communication scenario in a different country and language

Term 5: Our Planet Pt. 1

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
Topic 11: Geography and the climate				

<p>BQ: What is your region like? Pt. 1</p> <p><i>BQ: ¿Cómo es tu región?</i></p>	<p>To be able to describe the geographical features of your region.</p> <ul style="list-style-type: none"> - Use of <i>hay</i> and <i>no hay</i> - Use of superlatives and comparatives 	<p>Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i></p> <p>The different type of questions are:</p> <ul style="list-style-type: none"> - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why <p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning</p>	<p>Term 5 KO</p> <p>New GCSE Pg 156-157</p>	<p>Cultural: Learning about Spanish speaking countries ant their geography</p> <p>Cultural: Learning about Spanish countries</p>
<p>Mid Term Assessment</p>	<p>Writing Assessment: Translation into Spanish</p>			
<p>PIT</p>	<p>Students to work on EBI provided from Mid Term Assessment</p>			
<p>Topic 12: A planet in danger</p>				
<p>BQ: How do you help society?</p> <p><i>BQ: ¿Cómo ayudas en sociedad?</i></p>	<p>To be able to talk about helping your community</p> <ul style="list-style-type: none"> - Use the imperative 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p>	<p>Term 5 KO</p> <p>New GCSE Pg 160-161</p>	<p>Moral: Talking about civic responsibility relating to the planet and environmental issues.</p>
<p>BQ: What is the most serious problem?</p>	<p>To be able to talk about global issues</p> <ul style="list-style-type: none"> - Use of the passive 		<p>Term 5 KO</p>	

BQ: ¿Cuál es el problema más grave?		Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning	New GCSE Pg 160-161	
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Term 6: Our planet Pt. 2

Big Question	Learning Objectives	Assessment and Homework	Resources	Links to SMSC, PSHE and British Values
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End of Year Assessments

PIT: Students to work on EBI provided from EOY

Topic 13: Protecting the planet

BQ: What do you do at home to protect the environment? BQ: ¿Qué haces en casa para cuidar el medioambiente?	To be able to talk about what you do to protect the environment - Use of negatives - Avoiding the passive Using a range of time frames together	Each lesson should begin with a retrieval-based starter. Questions should retrieve information from <i>Last lesson, Last week, Last term, Last year.</i> The different type of questions are: - Write 4 items of vocab - Translation into English - Translation into French - Spot and correct the error - Fill in the with the correct verb or time expression (past, present future) - Fill in with the correct phrase - Find the odd one out and justify why	Term 5 KO New GCSE Pg 162-163	Moral: Talking about civic responsibility relating to the planet and environmental issues.
BQ: What have you done recently? BQ: ¿Qué hiciste recientemente?	To be able to talk about what you have done recently to help the environment. Understanding the past perfect in context	Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.	Term 6 KO New GCSE Pg 164-165	Moral: Talking about civic responsibility relating to the planet and environmental issues.

		Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning		
Topic 14: Solutions				
<p>BQ: What are you going to do in the future?</p> <p>BQ: <i>¿Qué vas a hacer en el futuro?</i></p>	<p>To be able to talk about solution to issues</p> <ul style="list-style-type: none"> - Use of the superlative in opinions 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning</p>	<p>Term 6 KO</p> <p>New GCSE Pg 164-165</p>	
Topic 15: Future Actions				
<p>BQ: What should you do in the future?</p> <p>BQ: <i>¿Qué se debería hacer en el futuro?</i></p>	<p>To be able to talk about what we should do to help the planet</p> <ul style="list-style-type: none"> - Developing comprehension skills - Using <i>se debería</i> + infinitive 	<p>Ongoing use of low stakes assessment methods such as MWBs to drill vocabulary and check for understanding.</p> <p>Weekly homework on www.sentencebuilders.com or Seneca aligned with classroom learning</p>	<p>Term 6 KO</p> <p>New GCSE Pg 166-167</p>	<p>Moral: Talking about civic responsibility relating to the planet and environmental issues.</p>