



Founded in 1888

Queen Elizabeth's Girls' School

Educating Women of the Future

Spanish - Year 9 - Autumn, Spring and Summer terms

| Autumn term 1st half | | |
|--|---|---|
| Unit of work | Knowledge | Skills |
| I am the boss here | <ul style="list-style-type: none"> • The Internet and social media • Negative expressions • TV programmes • <i>Acabar de...</i> + infinitive • Types of films • The comparatives <i>mejor</i> and <i>peor</i> • The time phrase <i>desde hace...</i> • Making comparisons with <i>preferir... a...</i> • Using <i>ser</i> and <i>estar</i> • Jobs and careers • Using the future tense (regular verbs) | <ul style="list-style-type: none"> • Give impressive opinions about a film I have seen • Use <i>ser</i> and <i>estar</i> accurately • Describe the pros and cons of social networks • Give a range of opinions about jobs • Talk about future plans • Translate into Spanish • Debate in the target language |
| <p>Key Terms: questioning sentences: <i>¿Usas mucho Internet? ¿Con qué frecuencia? ¿Qué ponen en la televisión? ¿Prefieres ver películas en el cine o en la casa? ¿Eres melómana? ¿Qué tipo de música prefieres? ¿Cómo usas tu perfil de Internet? ¿Qué quieres ser de mayor?</i> Vocabulary to learn include <i>acabar de, preferir...a..., ser</i> and <i>estar</i>, the future tense, negative expressions, online activities, types of programmes, film genres, opinion phrases, <i>lo mejor</i> and <i>lo peor</i>, musical instruments, <i>desde hace...</i> and types of jobs.</p> | | |
| <p>Course Materials: Claro 2 textbook and Oxford/Collins Spanish dictionary.</p> | | |
| <p>Homework will include: vocabulary learning and writing about the last film you saw including other tenses and opinions.</p> | | |
| <p>Assessment details: vocabulary tests, grammar tests, Listening, Reading, Writing and Speaking assessments (Role Play/Photo card).</p> <p>When will the assessment take place? DD1.</p> | | |



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| Autumn term 2nd half | | |
|--|---|--|
| Unit of work | Knowledge | Skills |
| Fashion | <ul style="list-style-type: none"> • Items of clothing • Colours and patterns • The verb <i>llevar</i> • Demonstrative adjectives • The present continuous tense • Types of shops and department stores • Cardinal and ordinal numbers • Problems with purchases • Direct object pronouns • The conditional (including irregular verbs) • Expressions with <i>si</i> | <ul style="list-style-type: none"> • Use the verb <i>llevar</i> in a range of different tenses and persons. • Confidently use demonstrative adjectives. • Add further detail and opinion to descriptions of clothes. • Use the present continuous tense. • Research and describe the appearance of famous Hispanic people. • Recognise and use indefinite adjectives. • Describe in detail a shopping trip you will go on. • Debate the pros and cons of shopping centres. • Make regular cultural references. • Discuss and resolve problems with purchases. • Use direct object pronouns. • React to unpredictable responses in conversation. • Say what you would do if you won the lottery. • Identify and use different styles of text. |
| <p>Key Terms: questioning sentences: <i>¿Qué llevas normalmente en el instituto? ¿Qué ropa llevaste el fin de semana pasado? ¿Qué ropa llevarás en tu fiesta de cumpleaños? ¿Adónde irías de vacaciones el fin de semana que viene? ¿Dónde prefieres comprar? ¿Qué harías si ganaras la lotería?</i> Vocabulary to learn include items of clothing, colours and patterns, the verb <i>llevar</i>, the present continuous tense, types of shop, indefinite adjectives, sections of shops and department stores, cardinal and ordinal numbers, problems with purchases, solutions for these problems, direct object pronouns, the conditional tense (including irregular verbs) and expressions with <i>si</i>.</p> | | |
| <p>Course Materials: Claro 2 textbook and Oxford/Collins Spanish dictionary.</p> | | |
| <p>Homework will include: vocabulary learning and writing about a visit that you did to a shopping centre including different tenses and opinions.</p> | | |
| <p>Assessment details: vocabulary tests, grammar tests, Listening, Reading, Writing and Speaking assessments (Role Play/Photo card).</p> <p>When will the assessment take place? DD2.</p> | | |



| Spring term | | |
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| Unit of work | Knowledge | Skills |
| My world and I | <ul style="list-style-type: none"> • Describing morning, afternoon and evening routines • Reflexive verbs • Talking about relationships with friends and family • Indirect object pronouns • Comparing routines • Prepositions with verbs • Talking about global issues • Irregular verbs in the future and conditional • Discussing solutions to global issues • Impersonal constructions | <ul style="list-style-type: none"> • Describe routines using expressions of frequency. • Ask others about routines. • Use reflexive verbs in different tenses. • Understand the position of reflexive verbs. • Describe relationships with friends and family. • Use direct object pronouns for people. • Give commands using the infinitive. • Use expressions to react to situations. • Compare and contrast different routines. • Use certain verb+preposition+infinitive expressions. • Use techniques to better understand poetry. • Discuss a range of environmental issues. • Use irregular verbs in the future and conditional. • Include a range of strong opinion expressions. • Make interesting sentences including conjunctions. • Debate potential solutions to global issues. • Use impersonal constructions with <i>se</i> in different tenses. • Construct an argument effectively. |
| <p>Key Terms: questioning sentences: <i>¿Cómo es la rutina de...? ¿Qué haces por la tarde/noche? ¿Cuales son los problemas actuales donde vives? ¿Cuáles son los problemas más urgentes? ¿Qué podría pasar si no resolvemos los problemas? ¿Eres muy ecologista? ¿Qué reciclas en casa? ¿Usas el transporte público a menudo? ¿Consumes productos ecológicos? ¿Te preocupa el medio ambiente?</i> Vocabulary to learn include routines, reflexive verbs, expressions of frequency, expressions to describe routines, indirect object pronouns, commands using the infinitive, expressions to react to situations, verbs with preposition and infinitive, environmental issues, the future and conditional, opinion expressions, conjunctions, global issues and constructions with <i>se</i>.</p> | | |
| <p>Course Materials: Claro 2 textbook and Oxford/Collins Spanish dictionary.</p> | | |
| <p>Homework will include: vocabulary learning and writing about daily routines, relationships with friends and family and environmental/global issues.</p> | | |
| <p>Assessment details: vocabulary tests, grammar tests, Listening, Reading, Writing and Speaking assessments (Role Play/Photo card).</p> | | |
| <p>When will the assessment take place? DD2.</p> | | |



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| Summer term | | |
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| Unit of work | Knowledge | Skills |
| Around the Hispanic world | <ul style="list-style-type: none"> ● Discovering Texan culture ● Radical-changing verbs in the present tense ● Comparing Madrid and Barcelona ● Forming the perfect tense ● Discovering Mexico City ● Using irregular past participles in the perfect tense ● Finding out about Peru ● Imperfect ● Learning about life in Cuba ● Reflexive verbs in different tenses ● Planning a trip across South America ● Combining future and conditional | <ul style="list-style-type: none"> ● Discuss Hispanic influence on Texan culture. ● Use radical-changing verbs in the present tense. ● Compare and contrast two cities. ● Use Spanish Idioms in speaking and writing. ● Describe a number of key issues in Mexico City. ● Use irregular past participles in the perfect tense. ● Use the imperfect tense in detail. ● Narrate using the imperfect and preterite tenses. ● Understand different aspects of Cuban culture. ● Use reflexive verbs in different tenses. ● Compare and contrast Cuban culture with others. ● Combine the future and conditional. ● Describe a planned trip across Latin America. |
| <p>Key Terms: questioning sentences: <i>¿Te gustaría vivir en Texas? ¿Has visitado Madrid/Barcelona? ¿Te gustaría ir a Machu Picchu? ¿Por qué? ¿Qué hacías en Perú? ¿Por qué Cuba es un destino ideal para ir de vacaciones? ¿Por qué Cuba es tan única en comparación con otros países? ¿Dónde irás de vacaciones? ¿Qué lugares visitarás allí? ¿Qué actividades harás allí? ¿Qué comida y bebida probarás?</i> Vocabulary to learn include radical-changing verbs, important Spanish monuments, regular verbs in the perfect tense, Spanish idioms, key sites in Mexico City, irregular past participles in the perfect tense, the imperfect and preterite tenses, different aspects of Cuban culture, reflexive verbs in different tenses, iconic places in Colombia and Venezuela and the future and conditional.</p> | | |
| <p>Course Materials: Claro 2 textbook and Oxford/Collins Spanish dictionary.</p> | | |
| <p>Homework will include: vocabulary learning and writing about Latin America countries.</p> | | |
| <p>Assessment details: vocabulary tests, grammar tests, Listening, Reading, Writing and Speaking assessments (Role Play/Photo card).</p> | | |
| <p>When will the assessment take place? DD3.</p> | | |