



MFL DEPARTMENT

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YEAR 7 SPANISH

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Year 7 Spanish

Lesson content information to be found on www.kerboodle.com
Digital book Claro 1

A copy of the vocab book is on SMH.

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
	El español global Getting to know the Spanish speaking countries of the world	Los animales y las mascotas Saying if you have any pets	¡Somos fanátic@s de la música! Getting to know some famous Spanish-speaking musicians
	¿Qué tal? Greeting people and introducing yourself	Espejito, espejito... - Describing hair and eyes, as well as other facial features	Su foto tiene muchos 'me gusta' Comparing celebrity profiles on social media
	Mi carnet de identidad Learning numbers 1–31	Las descripciones físicas Describing what you and others look like	Donde vivo yo Talking about the area where you live
	¡... y que cumplas muchos más! Saying and understanding dates	Mi carácter y relaciones Describing personality traits	Mi casa es tu casa Describing types of house
	Mis preferencias Learning colours	Mi tiempo libre Talking about hobbies	¡Pasa, pasa a mi casa! Describing rooms in the house
	¡Tod@s a clase! Learning classroom items and language	Soy muy deportista Talking about sports	Mi habitación es mi reino Describing your bedroom
	¡Contamos hasta cien! Counting up to 100 in Spanish	Mis gustos deportivos Giving detailed opinions on sports	Mi casa de ensueño Describing your dream home
	Te presento a mi familia Saying if you have any brothers or sisters	¡Brrr! ¡Hace frío! Discussing weather	Ayudo en casa Describing household tasks

Year 8 Spanish

Lesson content information to be found on www.kerboodle.com
Digital book Claro 1 / 2

A copy of the vocab book is on SMH.

	Term 1	Term 2	Term 3
	De paseo por mi ciudad Talking about places in town	Mi horario escolar Describing a timetable in a Spanish school	¡Ay! ¡qué dolor! Saying what parts of the body are hurting
	Por eso voy allí Describing where you go in town	Lo que hay en mi insti Describing your school environment	¡Ponte esta crema! Discussing health problems and treatments
	¡Sigue todo recto! Giving and understanding directions	Y después de las clases... Talking about extracurricular activities	¡Allá voy! Talking about transport and holiday travel
	Planes para el finde Discussing plans for the weekend	Mis planes Discussing future plans	Tengo mucho que hacer Describing holiday activities
	¿En la ciudad o en el campo? Comparing rural and urban environments	¡Qué hambre! Talking about what you eat and drink	¡Esto es la pera! Extending holiday descriptions
	Mi barrio con nostalgia Describing how areas have changed over time	¡Ñam, ñam! Giving opinions on food and drink	Te cuento qué pasó... Describing a past holiday
	Todo lo que estudio Talking about school subjects	¡Una de bravas, por favor! Ordering food in a restaurant	Mi aventura amazónica Making complex travel descriptions
	¡Uff! ¡Qué rollazo! Giving more detailed opinions about school subjects	Mi dieta saludable Discussing what makes a healthy diet	¡El verano que viene vamos a flipar! Describing future holiday plans

YEAR 9 SPANISH

Year 9 Spanish	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Lesson content information to be found on www.kerboodle.com Digital book Claro 2	Generación digital Discussing the Internet and social media	De tiendas Talking about shopping on the high street	Tengo inquietudes Talking about global issues
A copy of the vocab book is on SMH.	¿Qué ponen en la televisión? Discussing TV programmes	En el centro comercial Visiting a shopping centre	En busca de un mundo mejor Discussing solutions to global issues
	¿El cine en casa? Watching films at the cinema and at home	¡Es imposible comprar así! Dealing with problems when shopping	¡Vamos a Texas! Discovering Texan culture
	Somos melóman@s Discussing musical tastes	Si ganara la lotería... Discussing hypothetical situations	Madrid vs. Barcelona Comparing Madrid and Barcelona
	Mis intereses personales Creating an online profile	Lo que hago por las mañanas Describing morning routines	CDMX: la superurbe Discovering Mexico City
	Quiero ser... Discussing jobs and careers	Lo que hago por las tardes-noches Describing afternoon and evening routines	CDMX: la superurbe Finding out about Peru
	Esto es lo que llevo Describing what you wear	¡Te he dicho que no! Talking about relationships with friends and family	¡Venite al Caribe! Learning about life in Cuba
	Estrellas con estilo Describing fashion in greater detail	Sueño con otra vida... Comparing routines	De Colombia a Venezuela Planning a trip across South America

Term 1 - Theme 1	Term 2	Term 3 - Theme 2
Unit 1.1 F Hablando de los amigos Learning agreement and position of adjectives Reflexive verbs (present tense)	Unit 3.1 F ¿Qué haces en tu tiempo libre? Revising the regular present tense Some common irregular verbs in the present tense	Unit 5.1 F ¿Cómo es tu casa? Using prepositions to say where things are Further prepositions of place
Unit 1.1 H Relaciones con la familia Using <i>ser</i> and <i>estar</i> The uses of <i>que</i> to extend sentences	Unit 3.1 H Hablando del tiempo libre y de los planes Using two verbs together Radical changing verbs	Unit 5.1 H Mi casa y mi barrio Formulating more complex questions Using <i>en qué</i> , <i>con quién</i> , <i>a quién</i> in questions
Unit 1.2 F Planes para el futuro Using the immediate future tense Direct and indirect object pronouns	Unit 3.2 F Vamos a comer fuera Forming regular adverbs Using pronouns after <i>para</i> and <i>con</i>	Unit 5.2 F Mi ciudad Using demonstrative adjectives and pronouns Revising <i>ir</i> and <i>hacer</i> in present and preterite tenses
Unit 1.2 H Las relaciones de hoy en día Using irregular adjectives and adjectives of nationality Using direct and indirect object pronouns together	Unit 3.2 H Una cena especial Revising the immediate future Extending range of two verbs together	Unit 5.2 H La ciudad y el campo Using possessive pronouns Using <i>el que</i> , <i>la que</i> , <i>los que</i> , <i>las que</i> + a verb
Unit 2.1. F ¿Cómo prefieres mantenerte en contacto? Using the perfect tense of regular verbs; <i>Había</i> and <i>era</i>	Unit 3.3 F ¿Qué deporte harás? Forming regular adverbs; Using pronouns after <i>para</i> and <i>con</i>	Unit 6.1 F Me gustaría ayudar Using <i>me gustaría</i> ; Recognising different tenses
Unit 2.1. H Las redes sociales: ¿buenas o malas? Using verbs with prepositions Using the perfect tense of irregular verbs	Unit 3.3 H El deporte en el mundo Recognising irregular verbs in the future Y becoming <i>e</i> , <i>o</i> becoming <i>u</i>	Unit 6.1 H La importancia de hacer obras benéficas Using the conditional tense The formation and use of the gerund
Unit 2.2 F La tecnología portátil Using <i>estar</i> and the present continuous tense; Formulating questions	Unit 4.1. F Algunas costumbres regionales Using <i>ser</i> and <i>ir</i> in the preterite; Expressing actions and opinions	Unit 6.2 F ¿Llevas una vida sana? Using negative words Using <i>deber</i> , <i>tener que</i> and <i>hay que</i>
Unit 2.2 H ¿Podrías vivir sin el móvil y la tableta? Using <i>cuyo</i> (whose) Further uses of <i>por</i> and <i>para</i>	Unit 4.1. H ¿Cambian las costumbres? Learning the preterite of <i>tener</i> and <i>hacer</i> Spelling changes in the preterite (1)	Unit 6.2 H ¿Qué opinas? Learning about the present subjunctive Revising the imperfect tense
	Unit 4.2 Las fiestas del mundo hispano Recognising irregular verbs in the imperfect Revising numbers	
	Unit 4.2 H Las fiestas de España – las fallas Using the preterite and the imperfect together Spelling changes in the preterite (2)	

<u>Term 1</u>		<u>Term 2</u>		<u>Term 3</u>
Unit 7.1 F	Protegiendo el medio ambiente Using 'if' sentences The pluperfect tense	Unit 9.1 F	¿Cómo ser un buen estudiante? Using the imperative Revising the perfect tense	Revision and preparation for the examination
Unit 7.1 H	Problemas ecológicos Using modal verbs to express recommendations and obligations The formation and use of the preterite to describe past events and actions	Unit 9.1 H	¿Qué tal el instituto? Using the personal <i>a</i> <i>Desde hace</i> + the present tense	
Unit 7.2 F	Los "sin techo" Using reflexive constructions such as <i>se debe</i> , <i>se puede</i> + infinitive Negative expressions	Unit 10.1 F	Las reglas y el uniforme Revising <i>se debe</i> , <i>hay que</i> , <i>tener que</i> Verbs that take the infinitive	
Unit 7.2 H	Es importante ayudar a los demás Using <i>me encanta</i> , <i>me preocupa</i> , etc. with the subjunctive The imperfect subjunctive and its use in 'if' clauses	Unit 10.1 H	Lo bueno y lo malo del instituto Using <i>debería ser</i> and <i>debería haber</i> Further usage of the imperative	
Unit 8.1 F	¿Dónde te alojas? Exclamations using the subjunctive	Unit 11.1 F	¿Trabajar o estudiar? Using <i>lo que</i> and <i>lo</i> + adjective Using expressions with <i>tener</i>	
Unit 8.1 H	¿Qué hiciste y qué te gustaría hacer durante las vacaciones? Revising the use of preterite and imperfect tenses Further expressions of sequence (<i>antes de haber</i> , <i>después de haber</i> , <i>mientras</i> + imperfect)	Unit 11.1 H	¿Vale la pena ir a la universidad? Using the present subjunctive after expressions of time Using the infinitives of reflexive verbs	
Unit 8.2 F	Un folleto turístico Using <i>estar</i> + past participle Giving opposite views	Unit 12.1 F	Buscar trabajo Using a variety of tenses Revising adjectives	
Unit 8.2 H	Describiendo tu región Using the passive and passive forms with <i>se</i> <i>Desde hacía</i> + imperfect	Unit 12.1 H	El trabajo ideal Using the present subjunctive in hypothetical situations Forming and using the past continuous tense	

YEAR 12 A LEVEL SPANISH

Term 1	Term 2	Term 3
Theme 1: Aspects of Hispanic society Unit 1 – Los valores tradicionales y modernos Los cambios en la familia Describe the various types of 21st century Spanish family and how these differ from the family model of the past Actitudes hacia el matrimonio y el divorcio Understand trends in marriage and how modern and traditional values differ Understand the situation regarding divorce La influencia de la iglesia católica Understand the religious history of Spain Discuss changes in the influence of the church	Unit 3 – La igualdad de los sexos La mujer en el mercado laboral Discuss women in the world of work Study the role of women at home El machismo y el feminismo Discuss male chauvinism Look at the role of feminism Los derechos de los gays y las personas transgénero Understand and talk about changes to LGBT rights Discuss gay marriage in Spain and the Hispanic world	Unit 5 – La identidad regional de España Tradiciones y costumbres Describe and discuss Spanish customs and traditions La gastronomía Discuss the similarities and differences in the gastronomy of Spain Las lenguas Consider the languages that are spoken in Spain and the issues surrounding them
Unit 2 – El ciberespacio La influencia de Internet Discuss the positive and/or negative influence of the Internet Los móviles inteligentes en nuestra sociedad Discuss the positive and/or negative effect of smartphones Las redes sociales: beneficios y peligros Consider the type of influence social networks have on society	Theme 2: Artistic culture in the Hispanic world Unit 4 – La influencia de los ídolos Cantantes y músicos Discuss the positive and/or negative influence singers and musicians have on people Estrellas de televisión y cine Discuss the positive and/or negative effect TV and cinema stars have in our society Modelos Consider the type of influence fashion models have on young people	Unit 6 – El patrimonio cultural Sitios históricos y civilizaciones prehistóricas Understand civilisations that contributed to the cultural heritage of Spain Discuss the pre-Columbian heritage of Latin America Arte y arquitectura Discuss Spanish and Latin American artists and the role of architecture in Spain El patrimonio musical y su diversidad Understand the diversity of Hispanic music and dance

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<p>Theme 3: Multiculturalism in Hispanic society Unit 1 – La inmigración Los beneficios y los aspectos negativos Discuss the positive and negative aspects of immigration</p>	<p>Theme 4: Aspects of political life in the Hispanic world Unit 4 – Jóvenes de hoy, ciudadanos del mañana Los jóvenes y su actitud hacia lapolítica: activismo o apatía Discuss the importance of politics in young people’s lives Understand why their attitude to politics is changing</p>	Revision and examination preparation.
<p>La inmigración en el mundo hispánico Learn more about immigration in the Spanish-speaking world</p>	<p>El paro entre los jóvenes Discuss the unemployment situation amongst young people nowadays and how it is affecting them</p>	
<p>Los indocumentados– problemas Discuss what problems illegal migrants might face</p>	<p>Su sociedad ideal Describe and discuss the type of society young people in the Hispanic world want to live in</p>	
<p>Unit 2 – El racismo Las actitudes racistas y xenófobas Describe and discuss racist and xenophobic attitudes in the Spanish-speaking world</p>	<p>Unit 5 – Monarquías y dictaduras La dictadura de Franco Understand the impact of the civil war Discuss life under Franco’s dictatorship</p>	
<p>Las medidas contra el racismo Understand and discuss measures to combat racism and their effectiveness</p>	<p>La evolución de la monarquía enEspaña Describe and discuss the changes from monarchy and republic to dictatorship. Describe the transition from dictatorship to monarchy</p>	
<p>La legislación anti-racista Look at existing legislation against racism Discuss possible new legislation</p>	<p>Dictadores latinoamericanos Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina</p>	
<p>Unit 3 – La convivencia La convivencia de culturas Understand and describe the different ways cultures integrate in Hispanic society</p>	<p>La efectividad de las manifestaciones y las huelgas Consider and discuss how effective protests and strikes are</p>	
<p>La educación Understand and describe the issues surrounding the integration of different cultures within the sphere of education</p>	<p>El poder de los sindicatos Describe and discuss the power of trade unions</p>	
<p>Las religiones Understand and describe the coexistence of various religions in the Hispanic world</p>	<p>Ejemplos de protestas sociales Consider and discuss the 15-M. Movement in Spain and the Mothers of the Plaza de Mayo in Argentina</p>	

RESOURCES

Lesson content information to be found on www.kerboodle.com

Digital book and resources.

A copy of the vocab book and additional support materials is on SMH.

A LEVEL SKILLS

1 Dossier de cine

- A case study of El laberinto del Fauno

2 Dossier de literatura

- A case study of Como agua para chocolate

3 Writing an essay about a film or a literary text

- Engaging with literary texts for comprehension activities

4 Individual research project

- Planning, research and preparation for the Individual research project

