

YEAR 9 SPANISH – SCHEME OF LEARNING

TERM 1 – BODY AND ILLNESS

Content

- Body parts (head, arms, legs, organs)
- Illnesses: fever, cold, headache, stomach ache, sore throat
- Remedies: medicine, rest, hot drinks, healthy food
- Role play: doctor-patient dialogue
- Giving opinions: “I think... because...”

Learning Objectives

- Identify and label body parts accurately in Spanish
- Ask and answer questions about health and symptoms
- Describe illness and suggest remedies
- Give opinions and justify them
- Understand cultural practices regarding health in Spanish-speaking countries
- Develop confident speaking, listening, reading, and writing skills

Grammar

- Present, past (preterite & imperfect), future, conditional
- Reflexive verbs: me duele, me siento
- Pronouns (subject, object)
- Connectives: porque, pero, y, además
- Masculine/feminine nouns, plural forms
- Adjectives of health: cansado, enfermo, saludable
- Question words: ¿Qué?, ¿Dónde?, ¿Cuánto?

Phonics

- s → “s”
- a → “ah” (araña, cabeza)
- e → “eh” (elefante, enfermo)
- i → “ee” (importante, médico)

- o → “oh” (oso, dolor)
- u → “oo” (universo, azúcar)
- Special pronunciation: ll → “y” (ella), ñ → “ny” (niño)

Exam Skills

- Picture description
- Translation: simple phrases & short paragraphs
- Challenging paragraph: describe symptoms & remedies
- Read aloud
- Role play

Homework

- Knowledge organiser: body parts, illnesses, remedies
- Memrise/Quizlet vocabulary practice
- Sentence building: “Me duele...” / “Debes...”
- Reading comprehension: short text about a doctor’s visit
- Optional: poster of healthy lifestyle

Cultural Awareness

- Spanish healthcare system vs UK system
- Traditional remedies in Spain/Latin America
- European Day of Languages – 26th September

Common Misconceptions

- Confusing reflexive verbs with regular verbs
- Misgendering nouns: “el cabeza” vs “la cabeza”
- Overusing “es” for temporary conditions instead of “está”
- Forgetting accents: “dolor” vs “dolór”

Links to Prior Learning

- Year 7: basic greetings, body parts, simple adjectives
- Year 8: present tense verbs, giving opinions

Links to Future Learning

- Medical role plays in Year 10

- Using conditional to express advice or hypothetical situations

Assessment

- Listening & Reading comprehension
- Writing: paragraph about your symptoms and advice
- Speaking: doctor-patient role play
- Vocabulary test

TERM 2 – NEW TECHNOLOGY AND MEDIA

Content

- TV, films, music
- Phones & social media
- Advantages/disadvantages of technology
- Role play: discussing online habits

Learning Objectives

- Identify and describe TV, films, music, and technology in Spanish
- Express opinions with justification
- Discuss online habits and impact of technology
- Use comparatives & superlatives to compare apps or media
- Participate confidently in role plays and discussions

Grammar

- Present, past, future, conditional
- Comparatives & superlatives: más... que, menos... que, el/la más...
- Subjunctive introduction: “Espero que...”
- Pronouns, time phrases, connectives
- Question formation: ¿Cuál prefieres? ¿Por qué?
- Masculine/feminine nouns, plural forms

Phonics

- ca → kah (Casa)
- ce → theh (Cerebro)

- ci → thih (Ciudad)
- co → koh (Coche)
- cu → koo (Cucaracha)
- ge → heh (Geografía)
- gi → hih (Gimnasio)
- gue → geh (Espaguetis)
- gui → gee (Guitarra)
- h → silent / hola
- Tricky digraphs: ll → “y”, ñ → “ny”

Exam Skills

- Picture description of a media scene
- Translation: sentences & short paragraphs
- Challenging paragraph: pros & cons of social media
- Reading comprehension: opinions about TV/online trends
- Role play: discussing habits/preferences

Homework

- Knowledge organiser: technology & media vocab
- Memrise/Quizlet practice
- Gap-fill: conjugating verbs about watching/listening online
- Sentence building: “Me gusta... más que...”
- Short paragraph: “Mi red social favorita es...”

Cultural Awareness

- Spanish-speaking countries’ popular TV shows, music, influencers
- Internet & technology use differences: Spain vs Latin America vs UK
- Social media safety

Common Misconceptions

- Confusing comparatives & superlatives
- Misusing present vs subjunctive for opinions/wishes
- Forgetting gender agreement in adjectives
- Overusing “es” instead of “está” for temporary preferences

Links to Prior Learning

- Term 1: expressing opinions, tenses, basic nouns/adjectives
- Year 8: technology vocabulary

Links to Future Learning

- Expressing preferences & justification in GCSE
- Using subjunctive in social/environmental topics

Assessment

- Listening & Reading comprehension
- Writing: paragraph expressing opinions & comparisons
- Speaking: role play about media habits
- Vocabulary test

TERM 3 – MY FUTURE PLANS

Content

- Jobs and careers
- Future plans: college, university
- Advantages/disadvantages of careers
- Role play: career aspirations
- Importance of MFL for future opportunities

Learning Objectives

- Identify & describe jobs, career paths, future plans
- Discuss pros/cons of careers
- Use future, conditional, subjunctive to express plans & hopes
- Give opinions with justification, using comparatives/superlatives
- Prepare for career-focused role play & speaking tasks

Grammar

- Present, past, future, conditional
- Comparatives/superlatives: más... que / menos... que / el/la más...

- Subjunctive introduction: “Quiero que...” / “Espero que...”
- Connectives & time phrases
- Irregular verbs: tener, ser, ir, hacer

Phonics

- ue → keh (¿Qué tal?)
- qui → kee (Quince)
- ll → y (Me llamo)
- ñ → ny (España)
- rr → rrrr (Perro)
- v → b (Verano)
- z → th (Zumos)
- Tricky endings: -ción / -sión pronunciation

Exam Skills

- Picture description: a person in their job
- Translation: sentences & paragraphs about future plans
- Reading comprehension: career advice text
- Role play: discussing aspirations
- Writing: paragraph using future/conditional/subjunctive

Homework

- Knowledge organiser: jobs & future plans
- Memrise/Quizlet career vocabulary
- Translation exercises: “I want to be... because...”
- Sentence building with comparisons: “Un trabajo es más interesante que...”
- Short paragraph: “En el futuro me gustaría...”

Cultural Awareness

- Spanish-speaking countries’ career expectations & education system
- Typical jobs & gender expectations
- MFL importance in global careers

Common Misconceptions

- Mixing future & conditional tenses
- Forgetting subjunctive after hope/desire expressions

- Misgendering job nouns
- Word order errors in comparisons

Links to Prior Learning

- Term 2: opinions & media vocabulary
- Term 1: tenses & connectives

Links to Future Learning

- Health & lifestyle (Term 4)
- Social issues discussion (Term 5)
- Role model descriptions (Term 6)

Assessment

- Listening & Reading comprehension
- Writing: paragraph describing career aspirations
- Speaking: role play about career choices
- Vocabulary test

TERM 4 – HEALTHY LIFESTYLE

Content

- Food & drinks
- Sports & exercise
- Healthy/unhealthy habits
- Role play: doctor/nutritionist advice
- Opinions & justifications

Learning Objectives

- Describe diet & exercise routines
- Discuss healthy/unhealthy habits
- Use comparatives & superlatives: “más saludable que...”
- Use reflexive verbs for routines: “me levanto”, “me acuesto”
- Express opinions with reasons using subjunctive: “Es importante que...”

Grammar

- Present, past, future, conditional
- Comparatives & superlatives
- Reflexive verbs
- Introduction to subjunctive: “Es importante que...”
- Masculine/feminine nouns & adjectives
- Word order & connectives

Phonics

- ca → kah, ce → theh, ci → thih, co → koh, cu → koo
- ge → heh, gi → hih, gue → geh, gui → gee, j → h
- Tricky words: yogur, agua, frío/caliente

Exam Skills

- Picture description: meals, sports
- Translation: diet & exercise sentences
- Challenging paragraph: healthy lifestyle advice
- Read aloud: daily routines
- Role play: giving advice

Homework

- Knowledge organiser: food, drinks, sports vocab
- Memrise/Quizlet
- Gap-fill: conjugating reflexive verbs
- Sentence building: “Es más saludable comer... que...”
- Short paragraph: “Mi rutina diaria es...”

Cultural Awareness

- Spanish cuisine & mealtimes
- Traditional sports in Spain/Latin America
- Lifestyle & diet comparisons

Common Misconceptions

- Confusing reflexive vs non-reflexive verbs
- Forgetting gender/plural agreement

- Overusing present tense for habitual actions

Links to Prior Learning

- Terms 1–3: opinions, tenses, vocab
- Term 2: comparisons & media discussion

Links to Future Learning

- Environmental/social issues (Term 5)
- Role model descriptions (Term 6)

Assessment

- Listening & Reading comprehension
- Writing: paragraph on healthy lifestyle
- Speaking: role play advising a friend
- Vocabulary test

TERM 5 – ENVIRONMENT AND SOCIAL ISSUES

Content

- Environment vocabulary: recycling, pollution, climate change
- Social issues: poverty, homelessness
- Causes & consequences
- Opinions, role plays, and debates

Learning Objectives

- Identify & describe environmental & social issues
- Express causes & consequences using appropriate tenses
- Give opinions with justification, using comparatives/superlatives
- Use subjunctive to express hope/wishes about social change

Grammar

- Present, past, future, conditional, infinitive
- Comparatives & superlatives

- Subjunctive: “Espero que la gente recicle más”
- Pronouns, connectives, time phrases
- Masculine/feminine nouns & adjectives
- Word order

Phonics

- a → ah, e → eh, i → ee, o → oh, u → oo
- Tricky endings: -ción/-sión, v/b confusion
- Pronunciation of environmental terms: contaminación, reciclaje

Exam Skills

- Picture description: pollution, charity work
- Translation: sentences & paragraphs about social issues
- Reading comprehension: texts on environment & poverty
- Role play: discussing solutions
- Writing: paragraph on causes & consequences

Homework

- Knowledge organiser: environment & social issue vocab
- Memrise/Quizlet
- Gap-fill: conjugate verbs related to actions for change
- Sentence building: “Es más importante reducir la contaminación que...”
- Short paragraph: “Para proteger el planeta, debemos...”

Cultural Awareness

- Environmental campaigns in Spain & Latin America
- Social issues & charity projects in Spanish-speaking countries
- Compare UK & Spanish approaches to environmental/social problems

Common Misconceptions

- Confusing social vs environmental vocabulary
- Forgetting subjunctive after hopes/wishes
- Misusing conditional for hypothetical solutions
- Overgeneralizing phrases without justification

Links to Prior Learning

- Health & lifestyle (Term 4)
- Opinions & justification (Terms 1–4)

Links to Future Learning

- Role model topic (Term 6)
- Preparing for GCSE-style environmental/social questions

Assessment

- Listening & Reading comprehension
- Writing: paragraph on social/environmental issue
- Speaking: role play/debate
- Vocabulary test

TERM 6 – ROLE MODEL

Content

- Describe a role model physically & personality
- Achievements & influence
- Opinions & justification
- Role play / presentation

Learning Objectives

- Describe a role model in detail
- Explain achievements & influence
- Use complex sentences with opinions
- Apply subjunctive to express hopes/influence: “Espero que sea...”
- Use comparatives & superlatives for qualities

Grammar

- Present, past, future, conditional
- Subjunctive introduction: expressing hopes/wishes about role models
- Comparatives & superlatives: “más valiente que...”

- Connectives & time phrases
- Masculine/feminine nouns & adjectives
- Word order

Phonics

- c → casa, cena, cine, coche, cuadro
- g → gato, gente, gigante, goma, guante
- ge → las vocales con “ge”
- Si tu quieres, te doy un queso
- y una guitarra y un guerrero

Exam Skills

- Picture description: role model
- Translation: sentences & short paragraphs
- Challenging paragraph: describe achievements
- Read aloud
- Role play / oral presentation

Homework

- Knowledge organiser: role model vocabulary & phrases
- Memrise/Quizlet
- Gap-fill: adjectives & verb conjugation
- Sentence building: “Mi héroe es más valiente que...”
- Short paragraph: “Mi modelo a seguir me inspira porque...”

Cultural Awareness

- Famous Spanish-speaking figures: artists, athletes, scientists
- Role models in different cultural contexts
- Discuss societal impact & values in Spanish-speaking countries

Common Misconceptions

- Confusing adjective order
- Misuse of verb tenses describing achievements
- Forgetting accents or irregular verbs in descriptions

Links to Prior Learning

- Social issues (Term 5)
- Future plans & opinions (Terms 3–4)

Links to Future Learning

- GCSE speaking & writing topics
- Complex sentence structures & subjunctive usage

Assessment

- Listening & Reading comprehension
- Writing: paragraph describing role model
- Speaking: role play/presentation
- Vocabulary test