



Scheme of Learning	Term 2B (Year 9 First and Second Language)
Learning outcomes	This is the third unit of the second year of learning for Year 9 Spanish. By the end of the unit they will have knowledge and understanding of vocabulary, grammar and phonics on the topic Holidays.
Key Questions	<ul style="list-style-type: none"> <li>• How can I express myself on the past tense?</li> <li>• How can I describe an event in the past?</li> <li>• How can I say describe how my holidays went?</li> </ul>
Knowledge: Concepts, Skills and Terminology	<p>Context:</p> <ul style="list-style-type: none"> <li>• Describing events in the past and present (travel)</li> <li>• Comparing past experiences</li> <li>• Talking about what people and places are like now vs in general.</li> <li>• Comparing what you and someone else ('we') do (news and media, parties and celebrations)</li> <li>• Describing what people do (at home)</li> <li>• Asking what people can and must do</li> <li>•</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Verb <b>SER</b></li> <li>• Verb <b>PREFERIR</b></li> <li>• Verb <b>HACER</b></li> <li>• Verb <b>IR (to go)</b></li> <li>• Past tense (preterite) <b>-AR -ER</b> and <b>-IR</b> verbs</li> <li>• Present simple for ongoing/unfinished actions</li> </ul>
Ongoing Assessment	<ul style="list-style-type: none"> <li>• Choral repetition</li> <li>• Mini White boards</li> <li>• Quizlet set of flashcards</li> <li>• Listening file for vocabulary</li> <li>• Self-mark Do now activities</li> </ul>
Key Assessment	<ul style="list-style-type: none"> <li>• Grammar tests</li> </ul>



	<ul style="list-style-type: none"> <li>• Vocabulary tests</li> <li>• Dictation tests</li> <li>• Translation tests</li> <li>• End of Unit Creative essay</li> </ul>
Clear sequencing of content	The lessons are structured to introduce new words gradually, and then revisit and reinforce them over time. This repetition helps ensure it retains the vocabulary long-term. When it comes to grammar, the program follows a slow and steady approach—introducing one new main grammatical concept every two weeks. This gives enough time for students to practice and apply what they're learning without feeling lost or rushed. The curriculum also balances other key aspects of language learning, such as pronunciation (phonics), different ways of practicing (speaking, listening, reading, and writing), and reviewing past material to strengthen understanding.
Links to Careers	In this unit there is not anything linked to careers yet
Diversity and Inclusion	inclusion and representation are integrated into the Schemes of Work (SOW) and lesson resources breaking cultural barriers by familiarising students with cultural, geographical, political, historical and vocational aspects of areas in which the target language is spoken.
Intervention support	Students will have access to Sixth form mentors
Challenge	Language gym activities