



Topic Overview

Faculty/Subject: MFL

Year Group: Year 9

Topic 1: Todo sobre mi vida

What BIG IDEAS will you cover in this topic?

- ¿Qué haces con tu móvil?
- ¿Qué tipo de música te gusta?
- ¿Qué tipo de programas te gustan?
- ¿Qué hiciste ayer?

What other key concepts, knowledge and skills will you learn in this topic?

- ☐ Using a range of opinions
- ☐ Using the comparative
- ☐ Using the present and the preterite together

What important prior knowledge will you use from your prior learning?

- Recognising time sequencers
- Recognising infinitive verbs
- The bases of conjugating a verb
- Conjugating into the present tense
- Conjugating into the preterite tense

Where does this topic fit into the curriculum plan for this subject?

This is the first topic in year 9. This topic allows you to develop expressing your opinions about free time activities; building on those we did in Y7 and Y8. It also allows you to use two tenses together by comparing what you normally do to what you did yesterday - revising the present and preterite tenses.

Assessment:

How and when will you be assessed on this topic?

You will have a **Speaking, Reading, Grammar and Translation** assessment at the end of this unit. This unit will also be assessed in your end of year test

What will the success criteria be?

Secure:

- ☐ Knowledge of this and previous topic vocabulary
- ☐ Using the preterite and present tense of verbs in the first person.
- ☐ Using the comparative (with some minor errors)

Excelling:

- ☐ Using the present and preterite tense of verbs in a variety of persons.
- ☐ Using the comparative confidently and accurately

What is the key vocabulary that you will need to know in this topic?

- Activities you do with your mobile
- Adverbs of time
- Music genres
- Opinions
- TV programmes
- Free time activities

What is the structure of learning/lessons in this topic?

- ☐ Saying what you use your phone for.
- ☐ Saying what music you like/don't like and why.
- ☐ Saying what TV programs you like and comparing them.
- ☐ Saying what you normally do and what you did yesterday.

Using the comparative

When you want to compare two things, you use the comparative.
más + adjective + que... more... than...

The adjective must agree with the noun.

Los documentales son **más** informativos **que** los realitys.
Documentaries are more informative than reality shows.

Las telenovelas son **más** divertidas **que** los concursos.
Soaps are funnier than game shows.



Topic Overview

Faculty/Subject: MFL
Year Group: Year 9
Topic 2: ¡A comer!

What BIG IDEAS will you cover in this topic?

- ¿Qué te gusta comer?
- ¿Qué desayunas?
- ¿Qué va a tomar/beber?
- ¿Qué vamos a comprar?
- ¿Qué vas a traer?

What other key concepts, knowledge and skills will you learn in this topic?

- ☐ Using a wider range of opinions
- ☐ Using negatives
- ☐ Using used/ustedes (speaking formally)
- ☐ Using the near future

What important prior knowledge will you use from your prior learning?

- Opinion phrases
- Adjective agreement
- The verbs ser, tener and ir
- The near future tense
- The preterite tenses
- Numbers and time

Where does this topic fit into the curriculum plan for this subject?

This is the second topic in year 9. This topic allows you to talk about food and meals, give opinions, order in restaurants and use the future and past tenses to describe eating habits.

Assessment:

How and when will you be assessed on this topic?
You will have a **Speaking, Reading, Grammar and Translation** assessment at the end of this unit. This unit will also be assessed in your end of year test

What will the success criteria be?

Secure:

- ☐ Knowledge of this and previous topic vocabulary
- ☐ Using the preterite and present tense of verbs in the first person.
- ☐ Responding to expected questions in a restaurant scenario.

Excelling:

- ☐ Using the present and preterite tense of verbs in a variety of persons.
- ☐ Responding to unexpected questions in a restaurant scenario.

What is the key vocabulary that you will need to know in this topic?

- Food and drink
- Phrases to order food
- Weights and measurements
- Opinions

What is the structure of learning/lessons in this topic?

- ☐ Saying what food you like
- ☐ Describing mealtimes
- ☐ Ordering a meal
- ☐ Discussing what to buy for a party
- ☐ Giving an account of a party

Part of IR

(I)	voy
(you)	vas
(he/she/it)	va
(we)	vamos
(you plural)	vais
(they)	van

Infinitive

jugar
ir
hacer
visitar
salir
comprar

a

Voy a **ir** a España en verano

Mis amigos **van** a **jugar** al baloncesto



Topic Overview

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Year Group: Year 9

Topic 3: ¿Qué hacemos?

What BIG IDEAS will you cover in this topic?

- ¿Te gustaría ir al cine?
- ¿Quieres salir?
- ¿Cómo te preparas?
- ¿Qué vas a llevar?

What other key concepts, knowledge and skills will you learn in this topic?

- ☐ Using *me gustaría* + infinitive
- ☐ Stem-changing verbs
- ☐ Reflexive verbs

What important prior knowledge will you use from your prior learning?

- Opinion phrases
- Adjective agreement
- The verbs *ser*, *tener* and *ir*
- The near future tense
- The preterite tenses
- Numbers and time

Where does this topic fit into the curriculum plan for this subject?

This is the third topic in year 9. This topic allows you to talk about food and meals, give opinions, order in restaurants and use the future and past tenses to describe eating habits.

Assessment:

How and when will you be assessed on this topic?

You will have a ***Speaking, Reading, Grammar and Translation*** assessment at the end of this unit. This unit will also be assessed in your end of year test

What will the success criteria be?

Secure:

- ☐ Knowledge of this and previous topic vocabulary
- ☐ Using the preterite and present tense of verbs in the first person.
- ☐ Responding to expected questions in a restaurant scenario.

Excelling:

- ☐ Using the present and preterite tense of verbs in a variety of persons.
- ☐ Responding to unexpected questions in a restaurant scenario.

What is the key vocabulary that you will need to know in this topic?

- *Food and drink*
- *Phrases to order food*
- *Weights and measurements*
- *Opinions*

What is the structure of learning/lessons in this topic?

- ☐ Saying what food you like
- ☐ Describing mealtimes
- ☐ Ordering a meal
- ☐ Discussing what to buy for a party
- ☐ Giving an account of a party

Stem-changing verbs

Querer (to want) and **poder** (to be able to/can) are stem-changing verbs. Some people call these 'boot' verbs. They are usually followed by an infinitive.

quiero	I want	queremos	we want
quieres	you want	queréis	you (plural) want
quiere	he/she wants	quieren	they want
puedo	I can	podemos	we can
puedes	you can	podéis	you (plural) can
puede	he/she can	pueden	they can

Reflexive verbs

Reflexive verbs include a reflexive pronoun because they are often actions you do to yourself.

ducharse to have a shower

me ducho I have a shower

te duchas you have a shower

se ducha he/she has a shower

nos duchamos we have a shower

os ducháis you (plural) have a shower

se duchan they have a shower



Topic Overview

Faculty/Subject: MFL
Year Group: Year 9 rojo
Topic 4: ¡Oriéntate!

What BIG IDEAS will you cover in this topic?

- ¿En qué consiste tu trabajo?
- ¿Como es tu jefe?
- ¿Cómo son los clientes?
- ¿En qué te gustaría trabajar?
- ¿Cómo va a ser tu futuro?
- ¿Cómo es un día típico?

What other key concepts, knowledge and skills will you learn in this topic?

- ☐ Using “*tener qué*”
- ☐ Using the conditional “*gustaría*”
- ☐ Revision of *adjectival agreements*
- ☐ Revision of the *future tense*
- ☐ Revision of using *3 tense together*

What important prior knowledge will you use from your prior learning?

- Using the verb “*ser*”
- Opinion phrases
- Adjectival agreement
- How to form the present, future and preterite tense.

Where does this topic fit into the curriculum plan for this subject?

This is the fourth topic in year 9. This topic allows you to talk about the world of work. You will be able to express a variety of careers and the work involved as well as expressing what you would like and are going to do in the future. This topic revisits using the 3 tenses together.

Assessment:

How and when will you be assessed on this topic?
You will have a **Writing, Listening, Grammar and Translation** assessment at the end of this unit. This unit will also be assessed in your end of year test

What will the success criteria be?

Secure:

- ☐ Knowledge of vocabulary from this topic and Y7 and Y8
- ☐ Using 3 tenses together
- ☐ Using the phrase “*tener que*”
- ☐ Agreeing adjective accurately

Excelling:

- ☐ Talking about other people using irregular present tense verbs.
- ☐ Talk about other people using 3 tenses together.
- ☐ Use higher level expressions of frequency.

What is the key vocabulary that you will need to know in this topic?

- Jobs
- Verbs associated with jobs
- Opinions and adjectives
- Verbs to express future plans
- Vocabulary around what a day at work is like

What is the structure of learning/lessons in this topic?

- ☐ Saying what you have to do at work.
- ☐ Saying what job you would like to do.
- ☐ Talking about your future
- ☐ Describing your job

Using different tenses

Use the **present tense** to describe something that you **do** now or that you regularly **do**.
Use the **preterite** to describe what you **did** in the past.
Use the **near future tense** to talk about what you are **going to do**.