



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Module 2: Viajes</b>	<b>Zona de cultura - ¡Descubre Andalucía!</b>	<b>Unit 1: En ruta</b>	<b>Unit 2: La cultura en la calle</b>	<b>Unit 3: Mis últimas vacaciones</b>	<b>Unit 4: Alojamientos</b>	<b>Unit 5: Mi aventura por Latinoamérica</b>
<b>Knowledge &amp; Skills development</b>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Me gusta(n) + el/la/los/las + noun</li> <li>• Me gusta + infinitive</li> <li>• Me gustaría + infinitive</li> <li>• Impersonal verb phrases:</li> <li>• Se puede(n) + infinitive</li> <li>• Comparatives</li> <li>• más/menos ... que ...</li> <li>• tan ... como ...</li> <li>• Irregular comparatives (mejor/peor que ..., mayor/menor que ...)</li> <li>• Superlatives (el/la/los/las + noun + más/menos + adjective)</li> <li>• Irregular superlatives (el/la/los/las mejor(es) peor(es) mayor(es) menor(es))</li> <li>• Acabar de + infinitive</li> <li>• Lo + adjective (Lo mejor/peor, Lo bueno/malo)</li> <li>• Imperfect tense: full paradigm of estar/tener and notes on había/era</li> <li>• Soler + infinitive</li> <li>• Expressions with hacer which translate as 'to go' in English (hacer ciclismo, hacer esquí, hacer natación, hacer turismo)</li> <li>• Hay que + infinitive</li> <li>• Si clauses</li> <li>• Opinions in the past</li> <li>• Time phrases and sequencers; por la mañana, primero, por la tarde, luego, por la noche, más tarde, finalmente</li> </ul>					

	<ul style="list-style-type: none"> <li>• Use of era and estaba No ... ni ... ni ... Tampoco</li> <li>• Giving positive and negative opinions</li> <li>• Lo bueno/malo ...</li> <li>• Por un lado, ... Por otro lado, ...</li> <li>• No ...</li> <li>• Tampoco ... ... demasiado ...</li> </ul>	
<b>Assessment / Feedback Opportunities</b>	<b>Formative Assessment</b>  Mini-whiteboards Cold call Live marking Self-assessment	<b>Summative assessment</b>
<b>Key Vocabulary</b>	Thematic context(s): Travel and tourism	
<b>Literacy/Reading opportunities</b>	Reading in Spanish Read aloud Reciprocal reading	
<b>Cross Curricular Themes</b>	Geography	
<b>Personal Development (Including British Values, RSE, Citizenship)</b>	<b>British Values:</b> <ul style="list-style-type: none"> <li>• <b>Individual Liberty</b> – Students are encouraged to express their opinions and explore their interests through Spanish. Through extra-curricular opportunities, students can enhance their languages experience, explore interests in other languages and develop leadership qualities by becoming a Languages Ambassador.</li> <li>• <b>Mutual Respect</b> – Students encourage each other and celebrate their successes in an environment of respect. Through group work students develop social skills and learn to work collaboratively.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Tolerance of Those of Different Faiths and Beliefs</b> – Students develop an understanding and appreciation for Hispanic culture and traditions. Through group work students learn to tolerate peers and embrace differences.</li> </ul> <p><b>RSE:</b></p> <ul style="list-style-type: none"> <li>• Develop healthy relationships through groupwork (R1)</li> </ul>
<p><b>Career Opportunities</b></p>	<ul style="list-style-type: none"> <li>• Language skills can be used in almost any career, and particularly in businesses that trade internationally. Students are taught about jobs which directly relate to languages (Academic researcher, Diplomatic service officer, English as a foreign language teacher, Intelligence analyst, International aid/development worker, Interpreter, Political risk analyst, Secondary school teacher, Translator). In addition, students are taught about jobs where languages are useful (Broadcast journalist, Detective, Education consultant, Logistics and distribution manager, Marketing executive, Patent examiner, Private tutor, Publishing rights manager, Sales executive, Tour manager).</li> <li>• <b>Language Ambassadors:</b> complete an application form, develop leadership qualities</li> </ul>