Year: 9
Subject: Spanish
Topic/Unit: ¡Oriéntate! (Jobs and Future Ambitions)
When: Autumn 2

Huntington School
Learn and succeed

Overview: Why this? Why now? This unit focuses on the world of work and future career plans. Previously, students have built a foundation in basic verbs and descriptions; now, they transition to more complex personal expressions regarding their aspirations.

Building on...building to:

- **Building on:** Prior knowledge of the present tense, personality adjectives, and basic future intentions established in Year 8 and Autumn Term 1.
- **Building to:** The mastery of using three tenses (past, present, and future) in combination. This is a critical skill for GCSE-style writing and higher-level communication, moving from simple sentences to developed paragraphs.

Sequence summary:

- **Week 1:** Introduction to job titles and using *tener que* + infinitive to describe work obligations.
- **Week 2:** Expressing professional preferences using *me gustaría* and *quiero* alongside personal qualities and adjective agreements.
- **Week 3:** Formulating future plans using the near future tense (*ir* + *a* + infinitive).
- **Week 4:** Integrating past, present, and future tenses to describe career paths and previous work experience.
- **Week 5:** Consolidation of the three tenses through GCSE-style writing practice and peer-assessed speaking tasks.
- **Week 6:** Refining reading and listening comprehension skills and developing effective dictionary usage.
- **Week 7:** Final summative assessments and exploration of cultural content related to the unit.

Key Vocabulary:

- *Jobs, modal verb structures, personal qualities, professional tasks*

Assessments:

- Weekly vocabulary tests using Quizlet.
- A closed-book writing task (40–50 words) and a peer-assessed speaking assessment, including a read-aloud component.
- Formal reading and listening assessments, including dictation tasks.

Able and interested: High-achieving students are challenged with 80–90 word writing tasks modeled on Higher Tier GCSE criteria. They are encouraged to use sophisticated qualifiers (e.g., *bastante, un poco, muy*) and connective phrases to add detail.

Inclusion, Personal Development and Wider Skills: Aspirations: students reflect on their own strengths and future roles in society. Cultural capital is enhanced through a specific study of Ecuador.

Homework and Independent Learning:

- Weekly vocabulary mastery via Quizlet.
- Interactive grammar, reading, and listening tasks on ActiveLearn.
- Cultural research projects focused on Spanish-speaking regions.