



Discovering Spain

UKS2 Scheme of Work- Year B

The aim this year is to increase the geographical knowledge that children have on Spain and other Spanish-speaking parts of the world. When this is combined with cultural studies such as the variety of festivals celebrated in Spain, children will gain a wider understanding of their own cultural identity and place in the world as a global citizen.

Autumn Term

Pupils begin this unit by learning to describe the weather. They then move on to revising colours (with adjectival agreement) with common nouns and then the flags of a few familiar countries. They also learn how to express what each country is famous for, paying attention to the number and gender of the nouns they are using. There follows a focus on Spain and some of the key features of the country. Attention is paid to forming plurals of nouns and using the adjective 'mucho' (lots of). Pupils are also encouraged to use 'hay' (there is/are) which they have met previously. Then pupils look at key cities and their location in Spain, using points of the compass and key geographical features to locate them on a map. They recycle how to say what somewhere is famous for using the key cities they have been introduced to. They learn vocabulary for places in the town and are then invited to work independently to describe photos (making use of a word list provided) and give their opinions on them.

Week	WALT	Language (core content)	Intercultural understanding	Outcome	Resources
1	Think about why Spanish is an important language to learn	Classroom language + reasons for learning Spanish		Recall language learnt in previous years.	Questions worksheet Phonics activities
2	Describe a variety of weathers in the present tense	Describing weather ¿Qué tiempo hace? (What's the weather like?) Hace buen tiempo (it's good weather), hace calor (it's hot), hace frío (it's cold), hace mal tiempo (it's bad weather), hace sol (it's sunny), hace viento (it's windy), hay niebla (it's foggy), hay tormenta (it's stormy), llueve (it's raining), nieva (it's snowing). el invierno (winter), el otoño (autumn), la primavera (spring), el verano (summer)	Look at weather in photos from all over Spanish-speaking world.	Say a variety of different weathers in the present tense.	Reading activities Weather missing vowels
3	Describe typical climates in different places	Describing weather En .. en invierno siempre hace frío. (In ... in winter it's always cold.)		Present a weather forecast.	Poem pictures

		en invierno (in winter), en otoño (in autumn), en primavera (in spring), en verano (in summer), a veces (sometimes), normalmente (usually)			
4	Know the names of five countries and describe their flags	Introduction to names of 5 countries. Recognising and describing flags, using correct colour and adjectival agreement. ¿Qué país es? (What country is it?) el país / los países Inglaterra, Alemania, Francia, España, Irlanda ¿De qué color es la bandera? (What colour is the flag) Es blanca y roja.		Describe the flags of different countries.	Flags colouring activity Translation activity for GD
5	Describe why countries are well-known	What countries are famous for ¿Por qué es ... famoso/a? (Why is ... famous?) Es famoso/a por ...(It's famous for...) las patatas (potatoes), la lluvia (rain), el baile irlandés (Irish dancing), el té (tea), pescado y patatas fritas (fish and chips), la familia real (royal family), las salchichas (sausages), los coches (cars), la cerveza (beer), el queso (cheese), el pan (bread), el vino (wine), el flamenco, la playa (beach), el sol (sun)		Write sentences explaining what countries are well-known for.	Translation activity for GD
6	Describe geographical features of Spain	Focus on Spain - Hay + plural nouns + mucho(s) un río / muchos ríos (a river, lots of rivers) un puerto / muchos puertos (a port, lots of ports) un aeropuerto / muchos aeropuertos (an airport, lots of airports) una playa / muchas playas (a beach, lots of beaches) una montaña / muchas montañas (a mountain, lots of mountains)	To be familiar with the map of Spain and the main geographical features.	Become familiar with and research examples of certain geographical features of Spain.	

7	Read and understand a text about Spain with some unfamiliar language	Describing Spain and using mucho/a/os/as		Understand the text and fill in the gaps.	Copies of text for WTS Copies of maps of Spain
8	Describe locations of places using compass points	Geography - main cities in Spain and points of the compass la ciudad / las ciudades (the town/city - towns/cities) Bilbao, Pamplona, Barcelona, Madrid, Valencia, Granada, Cádiz norte, noreste, este, sureste, sur, suroeste, oeste, noroeste (points of the compass) en la costa	To learn the names of some well-known Spanish cities.	Use compass points and the verb 'estar' to give the location of places.	Opinion pictures Blank map of Spain
9	Say exactly where you live	Saying where you live ¿Dónde vives? Vivo en... ¿Dónde vives exactamente? Vivo en un pueblo en el este de Inglaterra que se llama..... Using the cardinal points already learnt.	To find out the importance of festivals in Spain and learn the names of some key features and festivals in 5 cities in Spain.	Write a sentence describing exactly where they live.	Locations puzzle for GD
10	Know vocabulary for places in the town	Places in the town ¿Qué hay en (St Austell)? (What is there in (St Austell))? un castillo (a castle), un mercado (a market), un estadio (a stadium), un centro comercial (a shopping centre), un polideportivo (a sports centre), un cine (a cinema) una piscina (a swimming pool), una universidad (a university), muchas tiendas (lots of shops), muchos museos (lots of museums), muchos parques (lots of parks), muchos restaurantes (lots of restaurants)		Say what there is/isn't in their town.	Reading activities
11	Have a short conversation about where you live	Places in the town		Engage in a short conversation about where they live.	
12	Give opinions about places	Describing a town & giving opinions ¿Te gusta...? (Do you like...?)		Read and understand a text that describes a place and gives opinions.	Reading comprehension tasks

		<p>Me gusta (I like) No me gusta (I don't like) Me encanta (I love) Odio (I hate) Prefiero (I prefer)</p> <p>¿Te gusta...? (Do you like...?)</p> <p>¿Por qué te gusta...? (Why do you like...?)</p> <p>Porque me parece ... (because it seems...)</p> <p>Porque creo que es... (because I think it is...)</p> <p>sucio / limpio (dirty / clean)</p> <p>tranquilo / ruidoso (quiet / noisy)</p> <p>divertido / aburrido (fun/ boring)</p> <p>bonito / feo (pretty / ugly)</p> <p>tradicional / moderno (traditional / modern) turístico / industrial</p> <p>famoso / conocido</p>			
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Spring Term

Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and to eventually describe a festival in the UK if they can.

Week	WALT	Language (core content)	Intercultural understanding	Outcome	Resources
1	Write a text in response to a picture	Describing photos and giving opinions		Write a paragraph describing and giving their opinion on a picture.	Copies of word lists
2	Explore a Spanish poem	Exploring a Spanish poem La plaza tiene una torre - Antonio Machado		Memorise and perform a Spanish poem.	Poem fill in the gaps activity
3	Become familiar with traditional Spanish festivals	Introduction to 5 festivals & sentence-building E.g. En julio en Pamplona hay una fiesta que se llama San Fermín. (In July in Pamplona there is a festival which is call San Fermín.)		Write longer sentences from memory about 5 traditional Spanish festivals.	Listening exercise
4	Identify 5 Spanish festivals	Introduction to festivals and listen & identify 5 x festivals. España es famosa por sus fiestas: Spain is famous for its festivals Fiestas celebran la tradición y la	To learn details about 5 traditional Spanish festivals.	Listen to and understand text on festivals in Spain.	

		<p>cultura española: Festivals celebrate Spanish tradition and culture</p> <p>En muchas fiestas la gente baila, canta y toca instrumentos: In lots of festivals people dance, sing and play instruments.</p> <p>En muchas fiestas también hay fuegos artificiales: In lots of festivals there are also fireworks.</p>			
5	Know more about the Carnaval de Cádiz	<p>Carnaval de Cadiz - match Q & As</p> <p>¿Cuándo es? (When is it?) Es en (julio) (It is in (july))</p> <p>¿Cuántos días dura la fiesta? (How many days does the festival last?) Dura (seis) días. (It lasts (six) days).</p> <p>¿Dónde está? (Where is it?) Está en..(It is in)</p> <p>¿Qué lleva la gente? (What do people wear?) La gente lleva... (People wear...)</p> <p>¿Qué hay...? (What is there...?)</p> <p>¿Qué opinas de..? (What do you think about...?)</p>	To find out more information about one specific festival.	Read and understand a short text about the Carnaval de Cádiz.	Copies of Q and A for WTS
6	Know more about Las fallas	<p>Las fallas</p> <p>Key language for all 5 x festivals</p> <p>me gusta(n) / me encanta(n) / odio / prefiero me parece (it looks / seems) / creo (I believe) hay / se llama (it is called) baila(n) (dances) / toca(n) (plays) / canta(n) (sings) se celebra(n) (is celebrated) / lleva(n) (wears) dura(n) (lasts) / la fiesta / las fiestas (festival / festivals) / la gente (people) / un instrumento (an instrument) / la tradición (tradition) / la cultura (culture) / sombreros (hats), gafas (glasses), pelucas (wigs), un pañuelo (scarf), una camiseta (t-shirt), un traje tradicional (traditional dress), un disfraz (fancy dress) / fuegos artificiales (fireworks), canciones</p>	To find out more information about one specific festival.	Read and understand a short text about Las fallas.	Copies of Q and A for WTS

		(songs), petardos (firecrackers), figuras de papel maché (papier maché figures) / el encierro (bull running), la corrida de toros (bull fight)			
7	Know more about the Feria de abril	Feria de abril Key language as above	To find out more information about one specific festival.	Read and understand a short text about the Feria de abril.	Copies of Q and A for WTS
8	Know more about the San Fermín festival	San Fermín Key language as above	To find out more information about one specific festival.	Write sentences describing the San Fermín festival.	Scaffold for WTS
9	Know more about La Tomatina festival	La Tomatina Key language as above	To find out more information about one specific festival.	Read and understand a short text about La Tomatina festiva.	Copies of Q and A for WTS Reading comprehension
10	Describe a festival in the UK	Describe a UK festival (writing task) ¿Cuándo es? (When is it?) Es en (julio) (It is in (july)) ¿Cuántos días dura la fiesta? (How many days does the festival last?) Dura (seis) días. (It lasts (six) days). ¿Dónde está? (Where is it?) Está en..(It is in) ¿Qué lleva la gente? (What do people wear?) La gente lleva... (People wear...) ¿Qué hay...? (What is there...?) ¿Qué opinas de..? (What do you think about...?)		Write a description of a festival.	Scaffold sentence starters for WTS

Summer Term

Learners extend their learning to the theme of holidays. They research holiday destinations in Spanish-speaking countries and apply the language they know to describe holiday pictures and write holiday postcards.

Week	WALT	Language (core content)	Intercultural understanding	Outcome	Resources
1	Discover a new part of the Spanish-speaking world	Research task- holiday destinations (web quest)	To research a new part of the Spanish-speaking world to find out key information about it.	Find out some key facts about a new part of the Spanish-speaking world.	
2	Continue research into different parts of the Spanish-speaking world	Research task- holiday destinations (web quest)		Gather more detail on the part of the Spanish-	

				speaking world they are researching.	
3	Present our research on holiday destinations in the Spanish-speaking world	Research task- holiday destinations (web quest)		<i>Produce a presentation on a holiday destination in a Spanish-speaking country.</i>	
4	Use previous learning to describe holiday pictures	Describing a holiday picture		Write a paragraph in pairs to describe a holiday picture.	Scaffold for WTS
5	Use previous learning to describe holiday pictures	Describing a holiday picture		Write a paragraph independently to describe a holiday picture.	Scaffold for WTS
6	Read and understand texts about holidays	Holiday reading tasks		Read and understand holiday texts.	Reading comprehension activities
7	Read and understand texts about holidays	Holiday reading tasks		Read and understand holiday texts.	Reading comprehension activities
8	Write sentences describing a holiday	Writing a holiday postcard		<i>Write a holiday postcard.</i>	Scaffold for WTS
9	Write sentences describing a holiday	Writing a holiday postcard		<i>Write a holiday postcard.</i>	Scaffold for WTS
10	Revise our learning in Spanish	Revision		Complete revision tasks.	Range of revision tasks
11	Revise our learning in Spanish	Revision		Complete revision tasks.	Range of revision tasks
12	Revise our learning in Spanish	Revision		Complete revision tasks.	Range of revision tasks