| **Our Lady Queen of Peace**  Catholic Engineering College | | | | Curriculum Overview | | |
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| **Year 9 Spanish** | | | | | | |
| **Knowledge & Understanding** | | | | **Subject Specific Literacy Development** | | **Cultural Capital / Enrichment Opportunities** |
| **Composites Skill Development**  **(Bigger Picture)** | | **Components / Grammar**  **(Key Concepts)** | **Recall & Retrieval Practice Focus** | **Key Phonics** | **Key Vocabulary** |
| **Module 1: La vida latinoamericana** | Pupils apply three tenses and modal verbs whilst learning about cultural Hispanic references and about various places in Latin America. They will gain an understanding of the geographical differences between Latin American and the UK.  **Reading:** To understand key information, opinions and justifications from a short text in three tenses.  **Writing:** To communicate key messages, opinions and justifications in three tenses through written language.  **Listening:** To understand key details, opinions and justifications from a short-spoken text in three tenses.  **Speaking:** To communicate key messages, opinions and justifications in three tenses through spoken language.  **Translating:** English – Spanish / Spanish - English | compass points, prepositions  Present tense for –AR, -ER, -IR verbs/  Immediate future tense for –AR, -ER, -IR verbs  Preterite tense for –AR, -ER, -IR verbs  High Value Phrases  conditional tense  comparatives & superlatives  Idioms  Modal Verb – se puede | * Reflexive verbs – llamarse, llevarse bien * Present tense * Preterite tense * Future tense * Entry Task – Retrieval * Homework to support vocabulary retention | ia  ue  gu  z  ce  h  ll  a, e, i, o, u | Timephrases  *Latin American Countries*  Geographical vocabulary  Festivals  Adjectives  Activities  Opinions | Knowledge of Spanish speaking countries  European Day of Languages |
| **Module 2: Mis aspiraciones** | Pupils will describe their plans for the future. They will be able to describe what their career and life aspirations are. Pupils will describe their personal qualities and give their opinion on what career would suit them best and why.  **Reading:** To understand key information, opinions and justifications from a short text in three tenses.  **Writing:** To communicate key messages, opinions and justifications in three tenses through written language.  **Listening:** To understand key details, opinions and justifications from a short-spoken text in three tenses.  **Speaking:** To communicate key messages, opinions and justifications in three tenses through spoken language.  **Translating:** English – Spanish / Spanish – English | Simple future tense  Ser + professions  Conditional tense  Present tense for –AR, -ER, -IR verbs/  Immediate future tense for –AR, -ER, -IR verbs  Preterite tense for –AR, -ER, -IR verbs  High Value Phrase | * Present tense * Preterite tense * Future tense * Adjectival agreement * Entry Task – Retrieval * Homework to support vocabulary retention | a,e,i,o,u  v  ga, go  gu  ce, ci  z  ñ | Jobs and Careers vocabulary  Future plans  Activities in the workplace  Adjectives  Timephrases  School subjects  Opinions | Links to Careers  Language links to careers  Jobs in Spain |
| **Module 3: Un mundo mejor** | Pupils will gain an understanding of environmental and social problems that face the UK and French speaking countries. They will discuss problems that have occurred in the past and what they are going to do in the future to combat them.  **Reading:** To understand key information, opinions and justifications from a short text in three tenses.  **Writing:** To communicate key messages, opinions and justifications in three tenses through written language.  **Listening:** To understand key details, opinions and justifications from a short-spoken text in three tenses.  **Speaking:** To communicate key messages, opinions and justifications in three tenses through spoken language.  **Translating:** English – Spanish / Spanish - English | Present tense for –AR, -ER, -IR verbs/  Immediate future tense for –AR, -ER, -IR verbs  Preterite tense for –AR, -ER, -IR verbs  Simple future  Conditional tense  High Value Phrases  Comparatives  Modal Verbs – se puede, se debe | * Se puede * Past Tense * Present Tense * Future Tense * Entry Task – Retrieval * Homework to support vocabulary retention | ch  rr  ll  cua, cue, cui  que  qui | Environmental problems  Social problems  Endangered animals  French Speaking Countries  Adjectives  Time phrases  Opinions | Knowledge of French speaking countries  Environmental and Geographical problems  Newspaper headlines |
| **Module 4: Un viaje a España** | Pupils will describe a trip to Spain. They will use three tenses to give an account of past experiences and the future tense to plan a trip to various famous places in Spain. Pupils will learn transactional vocabulary to be able to order food and drink in a restaurant or go shopping.  **Reading:** To understand key information, opinions and justifications from a short text in three tenses.  **Writing:** To communicate key messages, opinions and justifications in three tenses through written language.  **Listening:** To understand key details, opinions and justifications from a short-spoken text in three tenses.  **Speaking:** To communicate key messages, opinions and justifications in three tenses through spoken language.  **Translating:** English – Spanish / Spanish - English | Present tense for –AR, -ER, -IR verbs/  Immediate future tense for –AR, -ER, -IR verbs  Preterite tense for –AR, -ER, -IR verbs  Simple future tense -  High Value  Modal Verbs | * All grammar points module 1-3 * Entry Task – Retrieval * Homework to support vocabulary retention | co, cu  á,é, í, ó, ú  v  ga, go  gu  ce, ci  z  ñ  ch  rr  ll  cua, cue, cui  que  qui  l / j / z  gue, gui  silent h | Transport  Places of Interest  Holiday activities  Adjectives  Opinions  Shopping vocabulary  Café/Restaurant vocabulary | Places of Interest in France  Travel blogs  Conversations using transactional vocabulary |

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| **Key Assessments** | | | | |
| **When** | **What will be assessed?** | | **Why is this being assessed?** | **How will results be stored and students receive feedback?** |
| Module 1 | Key Piece 1 | Translations into English | To assess how well the curriculum has been learned. This in turn will inform the future planning and delivery of lessons along with any intervention programme required.  Across the year pupils will be assessed in the four skills of reading, writing, speaking and listening in line with national curriculum aims to increase proficiency at which students can read, write, speak and listen with accuracy in Spanish. | Results will be stored on SIMS.  Pupils will receive live feedback from their class teacher.  Pupils and parents will receive progress reports via Parent Mail at various points throughout the academic year. |
| Key Piece 2 | Writing - Sentence Level |
| EOM Assessment | Reading and Writing |
| Module 2 | Key Piece 3 | Listening - Dictation |
| Key Piece 4 | Writing - Paragraph Level |
| EOM Assessment | Listening and Speaking |
| Module 3 | Key Piece 5 | Translations into Spanish |
| Key Piece 6 | Reading - Answers in English |
| EOM Assessment | Listening and Writing |
| Module 4 | Key Piece 7 | Speaking - Read aloud |
| Key Piece 8 | Listening - Dictation |
| EOM Assessment | Reading and Speaking |
| Module 5 | Key Piece 9 | Speaking - Photocard |
| Key Piece 10 | Writing - Longer text |
| HT6 | EOY Assessment | Reading/Listening |
| EOY Assessment | Writing |