| **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 verbsPreterite tense for –AR, -ER, -IR verbsHigh Value Phrasesconditional tensecomparatives & superlativesIdiomsModal Verb – se puede  | * Reflexive verbs – llamarse, llevarse bien
* Present tense
* Preterite tense
* Future tense
* Entry Task – Retrieval
* Homework to support vocabulary retention
 | ia uegu zcehlla, e, i, o, u  | Timephrases *Latin American Countries*Geographical vocabulary Festivals  Adjectives Activities Opinions | Knowledge of Spanish speaking countriesEuropean 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 tensePresent tense for –AR, -ER, -IR verbs/Immediate future tense for –AR, -ER, -IR verbsPreterite tense for –AR, -ER, -IR verbsHigh Value Phrase | * Present tense
* Preterite tense
* Future tense
* Adjectival agreement
* Entry Task – Retrieval
* Homework to support vocabulary retention
 | a,e,i,o,uvga, goguce, cizñ | Jobs and Careers vocabulary Future plans Activities in the workplace Adjectives Timephrases School subjectsOpinions  | 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 verbsPreterite tense for –AR, -ER, -IR verbsSimple 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
 | chrrllcua, cue, cuique qui | Environmental problems Social problems Endangered animals French Speaking Countries Adjectives Time phrases Opinions  | Knowledge of French speaking countriesEnvironmental 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 verbsPreterite tense for –AR, -ER, -IR verbsSimple future tense - High ValueModal Verbs  | * All grammar points module 1-3
* Entry Task – Retrieval
* Homework to support vocabulary retention
 | co, cuá,é, í, ó, úvga, goguce, cizñchrrllcua, cue, cuique quil / j / zgue, guisilent h | Transport Places of Interest Holiday activities Adjectives Opinions Shopping vocabularyCafé/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  |