

Year 9 – Subject-Spanish

Curriculum intent	<p>At KS4, we work towards the GCSE following the AQA materials and introducing the idea of assessment and presentation, in addition to the team working already developed. In both key stages, we use the 'Active learning platform' to provide structure to the lessons but also encourage the pupils to gain a sense of excitement, independence and to follow their own interests. The topics we cover continue to be related to the everyday experiences and wider societal issues. Learners will be able to use a range of different tenses and give opinions in the following topic areas using the four skills of reading, speaking, listening and writing: : Identity and Culture: Free-time, family and friends, celebrations, new technology Global and International Dimension: World music/sporting events, environment, issues facing young people today</p>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>Spanish: ¡Viva! 2</p> <p>Módulo 1 Mis vacaciones – My holidays</p> <p>Learners will be introduced to one of the past tenses (the preterite). Initially focused on regular ar/er and ir verbs. They will also learn how to form and apply the irregular verbs 'ir' 'to go' and 'ser' 'to be' in the preterite tense, in order to say where they went in the past and give opinions.</p> <p>By the end of the unit, they should be able to create a presentation giving a detailed description of</p>	<p>Spanish: ¡Viva! 2: Módulo 4 ¿Qué hacemos? What do we do?</p> <p>Learners will be able to make arrangements to go out with friends or family. They will use the conditional tense to say what they would like to do. Learners will be able to make excuses to say why they don't want to or can't go out using the verbs poder (to be able) and querer (to want to). They will use reflexive verbs to describe how they prepare for a night out and describe</p>	<p>Spanish: ¡Viva! 2: Módulo 5 Operación Verano - Holidays</p> <p>Learners will be able to describe a holiday home and explain why they prefer certain types of homes. They will know how to describe locations, using a range of adjectives. They will understand how to use comparative adjectives and talk about holiday activities using the superlative.</p> <p>They will know how to ask for and give</p>	<p>Spanish: ¡Viva! 3: Módulo 1 Somos así – The way we are</p> <p>Learners will develop the topic of personal information and be able to discuss the things they like and dislike. Learners will revise how to conjugate the verb 'ser' 'to be' in the present tense.</p> <p>They will discuss a range of different activities that i do on different days of the week using</p>	<p>Spanish: ¡Viva! 3: Módulo 2 ¡Oriéntate!- Direct yourself</p> <p>They will discuss different types of jobs and discuss the world of work. They will be able to give their opinions about jobs and justify opinions with reasons. Learners will know how to use the conditional tenses to discuss ideal jobs and say</p>	<p>Spanish: ¡Viva! 3: Módulo 3 En forma – Get in to shape</p> <p>Learners will know the vocabulary for different foods to describe my diet with a focus on expressions of frequency and they will understand how to use negatives. Learners will also continue to develop my use of opinions. They will be able to talk about an active lifestyle and explore the formation of stem changing verbs to detail what they do to maintain a healthy lifestyle using "juego" or "hago". Within this they will also continue to develop my knowledge and application of the present tense. Learners will demonstrate a knowledge of how to describe my daily routine with a focus on reflexive verbs, continuing consolidation of the present tense. Then, I Learners will be able to express a knowledge of describing ailments, using a</p>



	their holidays, using at least 2 tenses (preterite and present) and sharing positive and negative opinions and justifications.	what they will wear. They will use three tenses to describe events and give opinions and justifications. They will learn how to use a bilingual dictionary.	directions and be able to apply imperative endings to verbs of direction. They will use three tenses to describe holiday camps in the past present and future.	adverbs of frequency such as always, never, sometimes and often. Learners will be able to talk about the cinema and describe the genres of film they enjoy and why and say how often I go to the cinema. They will also discuss plans for how Itheyintend to celebrate my next birthdays using the 'near future' tense.	why they would be suited to doing particular jobs. They will be able to describe their ideal job using me gustaria plus the infinitive. They will be able to use the preterite tense to describe what they did yesterday and contrast with the present tense to describe a typical day in work.	range of verbs to describe illness using "me dele/ me duelen." Learners will also revisit the verbs "ser" and "estar" and being to recognise and apply the use of these correctly. Learners will talk about getting fit using "se debe" and "no se debe". They will have opportunities to develop the four skills of reading, writing, speaking and listening across all topics within the module.
Skills	LISTEN: Learners practice listening tasks on holidays – some vocabulary is glossed for support SPEAK: Learners can create and practice dialogues in pairs. READ: Translation of extended text and reading comprehensions.	LISTEN: Learners listen to teenagers talking about where to go. Learners will be exposed to a variety of listening tests to practice key listening skills. SPEAK: Learners will ask and answer	LISTEN: Learners read advertisements for holiday homes (a–c). They then listen to three speakers describing the house they prefer and match them up.	LISTEN: Learners listen to and read the texts about the three teenagers describing their likes and dislikes. They copy and complete the table in their notebooks with the	LISTEN: Learners listen and write down the correct letter according to which job they hear mentioned.In addition they will be exposed	LISTEN: Learners will note information from a short conversation about whether a lifestyle is healthy or not and what food/ drink is included in diets. SPEAK: Learners will talk about their eating habits. READ: Read two blogs and a a variety of other authentic texts



	<p>WRITE: Learners should use a framework to write about their holidays in the past, remind them to use a range of connectives and consider introducing new connectives such as luego/entonces/además.</p>	<p>questions about where they go out.</p> <p>READ: Learners will complete a variety of reading comprehension tasks during this topic.</p> <p>The Tip box draws learners attention to the fact that de + el forms del.</p> <p>WRITE: Finally, learners write their own chatroom dialogue modelled on the WAGOLL</p>	<p>The words cómodo and la chimenea are glossed for support, and the Tip box points out the difference in meaning and pronunciation between</p> <p>esta and está.</p> <p>SPEAK: Learners build up descriptions of the two houses represented by the symbols. They</p> <p>take turns to describe a feature, as modelled in the example. Learners can refer back to the adverts in exercise 1 for support.</p> <p>READ: Learners reread the texts in order to find the Spanish words for the rooms and other features listed in English. If necessary, they can make a guess and then check by referring to the glossary.</p>	<p>correct information.</p> <p>SPEAK: Learners make up interviews They can use the prompts in the Learner Book to guide them.</p> <p>READ: Learners read the English phrases and find the Spanish equivalent in the texts.</p> <p>WRITE: Learners imagine they are a famous person and write two or three sentences about what that person likes and dislikes (they can make it up).</p>	<p>to weekly listening practice exercises. The Tip box reminds learners that they don't need to use a definite article when saying what jobs they do and also that some job titles have different masculine and feminine endings.</p> <p>SPEAK: Learners use the prompts given to ask and answer about the different jobs and to give an opinion each time. Draw learners' attention to the Pronunciación box and encourage them to pronounce the</p>	<p>and pick out the correct information.</p> <p>WRITE: Write a short paragraph about their own eating habits and whether they think they have a healthy or unhealthy diet.</p>
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WRITE: Learners imagine that they are a celebrity of their choice and write a description of their luxury home. They can use the exercise 6 texts as a Wagoll.

letter 'j' accurately each time.

READ: Learners read the English phrases and find the Spanish equivalents in the text.

WRITE: Learners translate sentences into Spanish, using the call-outs for guidance.

1 Soy camarera. 2 Tengo que servir comida. 3 También, tengo que ayudar a los clientes. 4 Me gusta mi trabajo porque es interesante y fácil. 5 Mi jefe es severo, pero



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					los clientes son simpáticos	
Assessments	Speaking and Listening Assessments	Writing and Reading Assessments	Speaking and Listening Assessments	Writing and Reading Assessments	Speaking and Listening Assessments	Writing and Reading Assessments
Enrichment	European Day of Languages Bake Off Escape Room Art Competition Poetry Competition Model Competition	Cultural focus: Day of the Dead –learners will create Day of the Dead masks. Students will also learn about how Christmas and the Day of the Kings are celebrated in Spain. Spanish theatre group.	Learners will plan and take part in Spanish food tasting Spanish Exchange	Spanish Movie Day	Students complete treasure hunt on work	Spanish fiestas in Spain- Creative tasks



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