

## Overall Curriculum Aim:

Students explore Spanish culture, leading to a love of languages. Students are encouraged to be independent when learning new vocabulary with an emphasis on use of target language spontaneously, to build confidence early on in KS3.

## Scheme for Learning

### Curriculum Area – Modern Foreign Languages

#### Overview – Year 9 Spanish 2021-22

**Personnel Responsible –** Kate Williamson (CD for MFL)

**Quality Assured by –** Mrs Abbey Underhill (AVP)

**Exam Board/Qualification at KS4 –** AQA GCSE Spanish

Assessment Cycle	Topic/Unit Title - Big Question	Rationale/Skill Development	Link to Assessment Objectives/Progression Scales Skills
1	<p>Spain and the world</p> <p>¿Cuál es la identidad de España?</p> <p>What is Spain's identity?</p>	<p>Students work with authentic texts on current affairs to do with aspects of Spanish culture. Students are able to describe aspects of Spanish identity. Students will use a combination of 3 time frames and the seven tenses are to be consolidated over the course of the year.</p> <p>Students will develop their Habits of Discussion phrases and will work on listening and responding to one another more spontaneously, embedding more complex opinion phrases into everyday speech.</p> <p><b>Grammar</b> – present, perfect, imperfect, near future, simple future, conditional, perfect infinitive, comparatives, superlatives and subordinate clauses.</p> <p><b>Sub topics</b> – Geography of Spain, Spanish personalities, celebrations &amp; festivals (Spanish and international) and writing a blog/vlog to promote Spain as a country to visit.</p> <p><b>Assessment: Reading and Writing skills.</b></p> <p><b>Cultural capital:</b> Spanish traditions/customs, Spanish festivals/celebrations, daily routine and meal times, Spanish-speaking countries, continents, countries and cities</p>	<p>Students build/develop vocabulary and grammar that they will use in KS4 and beyond.</p> <p>Students deepen their grammar knowledge, using an increasingly wide range of time frames, whilst developing their knowledge of subject specific vocabulary across topics that will allow for deeper thinking, debate, habits of discussion and detailed written work.</p> <p>Students are encouraged to apply previously taught grammar structures in new contexts.</p> <p>SMSC – Exploration of Spanish identity and culture, social issues and racism and cross-curricular links to Geography.</p>
2	<p>Me, my family &amp; friends/ Celebrations</p> <p>¿Qué es mi identidad?</p> <p>What is my identity?</p>	<p>Students are able to describe themselves, their family and friends. Students will develop vocabulary linked to Theme 1 – Identity and Culture. Students will review the topic of customs and festivals in French-speaking countries, which they previously looked at during Year 8, Cycle 1. Students will further develop their reading and writing skills, focusing on their ability to write spontaneously using three tenses.</p> <p><b>Grammar</b> – present, preterite, imperfect, pluperfect, near future, simple future, conditional tense. Revision of reflexive verbs, focus of the 'ser' and 'tener' verbs, revision of adjectives (agreements and positioning), comparatives, superlatives.</p> <p><b>Sub topics</b> – talking about yourself and family, talking about getting on with others, how families have changed, personal relationships, ideal partners, future relationships, talking about celebrations and festivals.</p> <p><b>Assessment: Speaking and listening skills.</b></p>	<p>Students build/develop vocabulary and grammar that they will use in their GCSE Spanish assessments.</p> <p>Students deepen their grammar knowledge, whilst developing their knowledge of subject specific vocabulary across topics, to allow for deeper thinking, debate, habits of discussion and detailed written work.</p> <p>Students are encouraged to apply previously taught grammar structures in new contexts.</p> <p>SMSC – Exploration of celebrations and festivals in French-speaking countries.</p>

		<p><b>Cultural capital:</b> Different types of families and relationships.</p>	
3	<p>My Studies &amp; Life at school/college</p> <p>¿Cómo se puede describir la vida escolar?</p> <p>How can one describe one's school life?</p>	<p>Students have already looked at the basic aspects of school life in Year 7, in this cycle we will go into much greater depth when describing school life, as required in their Spanish GCSE. Students are able to describe their life at school and compare it to school life indifferent countries. Students will create their ideal school. Students will discuss problems related to school life.</p> <p>Consolidation of the pluperfect tense, which was introduced during the previous cycle. Consolidation of previously taught time frames.</p> <p><b>Grammar</b> – Present, perfect, imperfect, near future, simple future, conditional, pluperfect, emphatic pronouns, object pronouns, relative pronouns, indirect object pronouns, adverbs, intensifiers, 'si' phrases, quantities.</p> <p><b>Sub topics</b> – describing your school and subjects; describing a day in school; describing school life in different countries; school rules and uniform; describing your ideal school; problems at school; benefits of school.</p> <p><b>Assessment: Listening and Writing skills.</b></p> <p><b>Cultural capital:</b> Spanish / English schools, why do we wear a school uniform?</p>	<p>Students build/develop vocabulary and grammar that they will use in KS4 and beyond.</p> <p>Students deepen their grammar knowledge, using an increasingly wide range of time frames, whilst developing their knowledge of subject specific vocabulary across topics that will allow for deeper thinking, debate, habits of discussion and detailed written work.</p> <p>Students are encouraged to apply previously taught grammar structures in new contexts.</p> <p>SMSC – Comparison of school life in Spain and Britain and other Spanish speaking countries. Opportunity given to discuss issues of school life; teenage issues.</p>
4	<p>Free-time activities</p> <p>¿Qué haces en tu tiempo libre?</p> <p>What do you do in your free time?</p>	<p>Students have already looked at the topic of sports in Year 8, now we will go into greater depth for GCSE. Students are able to discuss music, TV and cinema in all 3 tenses. Students are able to talk about food and meals, as well as what other cultures choose to eat around the world. Students will discuss sporting preferences, as well as extreme sports.</p> <p>Consolidation of key exam skills, as students will be assessed on them all: Speaking, Listening, Reading and Writing.</p> <p><b>Grammar</b> – Present, perfect, imperfect, near future, simple future, conditional, pluperfect, question words, quantities, verbs+infinitive, subordinating conjunctions, negatives, demonstrative pronouns.</p> <p><b>Sub topics</b> – describing TV, music, film, sports, extreme sports, food and meals, food from around the world.</p> <p><b>Assessment: Reading and Speaking skills. [Writing to be assessed during Silent Study task.]</b></p> <p><b>Cultural capital:</b> Spanish music, reading for pleasure, known genres, how to live healthily, different cuisines</p>	<p>Students build/develop vocabulary and grammar that they will use in KS4 and beyond.</p> <p>Students deepen their grammar knowledge, using an increasingly wide range of time frames, whilst developing their knowledge of subject specific vocabulary across topics that will allow for deeper thinking, debate, habits of discussion and detailed written/spoken work.</p> <p>Students are encouraged to apply previously taught grammar structures in new contexts.</p> <p>SMSC – Knowledge of food from around the world; discussion of eating habits.</p> <p>Students sit Foundation GCSE exam paper.</p>