

Year 9 Spanish Curriculum Rationale

Provide students with a wider range of topic vocabulary and grammatical structures, with which they will be developing confidence to adapt to fit their own experiences. Students will be focussing on re-using the language taught to develop confidence with these structures. The topics are relevant to the students age and experiences and give them the scope to learn about the Spanish speaking world.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Topic 1: Vamos de vacaciones	<ul style="list-style-type: none"> To be able to describe where, when and how you go and went on holiday To describe the weather in the present and past Describe what you do and did on holiday To outline a problem whilst you were on holiday To be able to form the future tense to describe holiday plans Describe an ideal holiday 	<p>Builds on skill of expressing a wide range of justified opinions, especially adjectives, knowledge of present, preterite, imperfect, future tenses</p> <p>Builds on knowledge of free time activities</p> <p>Leads to students developing an increasing confidence in using a range of verbs in a range of tenses</p>	Vocabulary tests Translation tests	<p>Grammar terminology.</p> <p>discussion of the world around us and us as global citizens.</p> <p>Understand different cultures prefer to go on holiday to different locations.</p>	<p>Connection finding between TL & Spanish.</p> <p>Generalisation when applying patterns to new language.</p> <p>Precision with spelling of new vocabulary</p> <p>Meta-cognition – working out and applying new learning strategies with vocabulary learning</p> <p>Intellectual confidence by contributing confidently and with enthusiasm.</p> <p>Speed and accuracy with recall of new language</p> <p>--</p> <p>Hardworking through resilience – knowledge</p>	Vocabulary learning Written tasks

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		<p>Leads to students developing an increasing confidence in using previously learnt language in new contexts</p>			<p>will not always stick first time Empathetic – we listen to others and support them when they make mistakes Agile by adapting new knowledge to new contexts</p>	
<p>Topic 2: La Vida Hispánica</p>	<ul style="list-style-type: none"> • Talking about how you celebrate and celebrated Christmas • Christmas in Spain • What would you do if you won the lottery • How you are going to celebrate and have celebrated your birthday • cultural 	<p>Builds on knowledge of a range of opinions</p> <p>Builds on knowledge of some prior learning – some common verbs with previously covered nouns together to form new ideas</p> <p>Leads to developing an awareness of</p>	<p>Vocabulary tests Translation tests Reading & Listening Assessment on all topics covered</p>	<p>Grammar terminology. PSHE – discussion of the world around us and us as global citizens – how different cultures have different festivals or celebrate the same festivals in different ways</p>	<p>Fluent thinking by using language from memory</p> <p>Critical or logical thinking with spotting of patterns in the formation of the present tense</p> <p>Intellectual playfulness with adapting patterns in the formation of the present tense to new verbs</p> <p>Big Picture thinking using the opinions</p>	<p>Vocabulary learning Written tasks</p>

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	<ul style="list-style-type: none"> Talking about and giving opinions on Hispanic festivals, including 'quinceaños' & comparing with British festivals Describing what festival you would like to go to 	some key higher level phrases Leads to students being more confident and have a wider range of verbs in the present tense			from previous topic to this new topics Self regulation – being responsible for own revision and learning at home Automaticity with the present tense pattern becoming automatic for the 'yo' form -- Hardworking through resilience – knowledge will not always stick first time Empathetic – we listen to others and support them when they make mistakes Agile by adapting new knowledge to new contexts	
Topic 3: En Busca De Un Mundo Mejor	<ul style="list-style-type: none"> talking about and comparing past and current global and local 	Builds on knowledge of the imperfect tense	Vocabulary tests Translation tests Reading & Listening	Grammar terminology. PSHE – discussion of	Complex Problem Solving & Strategy Planning by planning	Vocabulary learning Written tasks

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<p>issues – environmental and social</p> <ul style="list-style-type: none"> • Discuss what individuals and we can, should, must and will all do to help improve the global and local issues • saying what you & others did at the weekend to help (preterite recap) • Learn about real life Target language ‘issue’ by learning about La guerra civil in El Salvador then watch the film ‘Voces Inocentes’ 	<p>Builds on knowledge of impersonal structures</p> <p>Leads to students developing awareness of a wider range of vocabulary that is less cross-context</p> <p>Leads to students developing a greater awareness of the global reach of Spanish and</p>	<p>Assessment on all topics covered</p>	<p>the world around us and us as global citizens. Cultural awareness of issues that we are facing as global and local citizens & developing awareness of the real life for those less fortunate than themselves through the study on El Salvador civil war.</p>	<p>before starting written homework.</p> <p>Flexible thinking by thinking of alternative things to say that use the language taught</p> <p>Originality & Imagination by producing written work that reflects students own ideas and opinions</p> <p>--</p> <p>Hardworking through resilience – knowledge will not always stick first time</p> <p>Empathetic – we listen to others and support them when they make mistakes</p> <p>Agile by adapting new knowledge to new contexts</p>	