**Chellaston Academy**

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| **Spanish** | **Year 9 Curriculum**  (Claro 2 Units 3-5, GCSE Theme 2 Topic 1) |
| **Intent**  Across the whole of our KS3 curriculum we aim to deliver a programme of study which is accessible to all students, irrespective of starting points and not dependent on how much progress was made in the previous year(s). This is no different for Year 9. We will continue to develop an awareness of other cultures celebrating the similarities and differences that exist. Students will become increasingly confident with the four language learning skills (writing, speaking, reading and listening) They will start to develop their own personal strengths and work on areas for improvement preparing them to start the GCSE course in the summer term of Year 9, should they be on the Yellow pathway or choose to opt for a language as part of their suite of GCSE’s. Students will cover grammatical elements which will be covered in the KS4 course, recap on vocabulary covered in Years 7 and 8 and expand their range of vocabulary and variety of expression. We will also highlight the importance of life skills that will be developed as part of a language curriculum. Moreover, we hope that our students develop a love for Spanish.  We will cover the following vocab topics; Entertainment, Fashion, Daily routines and the GCSE Topic - Home, Town, Neighbourhood & Region  The following grammar points will be covered; irregular future tense, conditional tense, reflexive verbs, continuous present tense, ser vs estar, adjectival agreement. | |
| **Implementation**  We want to develop resilient, independent learners ready to take on the challenge of GCSE. We will give students the opportunity to work on their own, in pairs and in groups facing challenging exercises which will require our students to develop problem solving skills. They will experience the types of assessment that they will face at GCSE. Students will be told of the benefits and skills that language learning brings. In return we expect students to respect and then understand the cultural differences that exist in our world. We also expect students to facilitate the learning of others by contributing to class discussions, group tasks and work in a productive and ambitious manner. We will provide structure and frameworks to support students in the development of their 4 language learning skills providing balance across the 4 skills and ensuring learning is differentiated to enable all students to make excellent progress. There will be opportunities for students to revisit work covered in the Year 7 and 8 curriculums. The MFL department will have control of the setting of our students and will change and move students based on the progress they are making. Accuracy and attention to detail (no matter which level pupils are working at) are important to us and will become more refined as students grow in confidence. All learners will have access to quality first teaching which adopts a consistent approach to lesson delivery and utilises common resources. Students will be given home learning activities to promote supported self-study. Long term memory will be developed through retrieval practice, knowledge organisers and graphic organisers. | |
| **Impact**  Language learning skills will enable students to succeed in later life and they will start to understand how the skills they are learning in the Spanish curriculum link to potential future careers and/or skills that they will need in their chosen profession. We will enable our students to be the best versions of themselves through understanding and appreciating differences in other cultures. Regular assessments will take place in year 9 to check on students’ progress and make sure they are well prepared for the GCSE course, where applicable, or simply to allow them to progress towards their KS3 target grade. The assessments will identify where students are experiencing success and where the curriculum may need to be adjusted or intervention is needed. Students will end Year 9 as more confident linguists who have made good progress towards their academic targets. | |
| **Links to prior learning**  The Year 9 curriculum builds on the language skills learned in Year 7 and 8 by consolidating and reinforcing the vocab and skills that they have covered. Students will revisit some of the grammatical rules covered in Year 7 and 8 as well as covering some of the vocabulary again as new topics are introduced. | |
| **Links to future learning**  The Year 9 Curriculum introduces some crucial grammar points that underpin a lot of the work that is covered again both within the rest of the KS3 curriculum but also within Key Stage 4 and 5, especially the introduction of tenses with our most able students. Students will cover vocabulary and grammar points that will be important throughout their language learning at Chellaston. The understanding and learning of these elements will be reinforced and revisited in the Year 9 curriculum, where learners will be encouraged to build on these basics and work with more complexity and yet still maintain the accuracy in their work. More focus will be given over to practising the assessment skills that will be tested at KS4. | |
| **Links to other subjects and the wider curriculum**  The Year 9 curriculum links to other subjects through developing a greater awareness of academic language, the importance of accuracy and the diversity of the world around us. The development of students’ oracy, numeracy and literacy will link in with the work done in other subjects. The development of resilience, when work isn’t immediately understandable, is another skill that can help students across the wider Chellaston curriculum. In addition to this the importance of preparing knowledge and skills for the upcoming GCSE is transferrable across subject areas. | |

**Topics**

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| **Autumn 1 – Media, New technology and future plans**  (Claro 2 Unit 3)   |  |  | | --- | --- | | **Reading**  Information Retrieval  Translation skills  Inference  Types of questions at GCSE  **Speaking**  Regular sound patterns  Fluency and intonation  Developing confidence to speak out loud  Experimenting outside comfort zone  with expressions of opinion | **Writing**  Attention to detail  Negative use (recap)  Future tense  ser vs estar  2 verb sentences  Translation skills  **Listening**  Information retrieval  Awareness of different phonics  Change of tense  Question types | |  | | | | | **Home Learning**  Vocab learning  Grammar exercises testing understanding of new and older grammar points  Written pieces working on developing accuracy  Translation both ways |
| **Topics in unit 1**   * Discuss the Internet and social media (forming advanced negatives) * Discuss TV programmes (*acabar de* + infinitive) * Watch films at the cinema and at home (comparisons using *mejor* & *peor*) * Discuss musical tastes (radical changing verb & comparisons) * Create an online profile (*ser* & *estar*) * Discuss jobs and careers (simple future tense with regular verbs) | | | |
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| **Assessment**  **Reading –** comprehension and translations into Eng  **Writing –** extended written piece and translationsinto Spanish  **Completed after Unit 1 and 2** | | | |
| **Wider curriculum** | | | |
| Literacy   * Writing and reading skills | Numeracy  Telling the time (recap) | British Values   * respect and tolerance of others * Data privacy and protection rights | Employability   * cultural understanding * written communication * listening skills * attention to detail * group work * persevering with a task |
| SMSC  Social media – Spain  TV and film - Spain | Cultural Capital  Developing academic language. | Character Education   * Resilience to complete a task * Working independently * Reflection * Working under pressure | Personal Development  Taking responsibility for learning. |
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| **Autumn 2 and into Spring 1 – Fashion** (Claro 2 Unit 4)   |  |  | | --- | --- | | **Reading**  Information Retrieval  Translation skills  Inference  Types of questioning  Reading for gist  **Speaking**  Regular sound patterns  Developing confidence to speak out loud  Speaking in different tenses  Question recognition  Photo card work | **Writing**  Attention to detail  Translation  Present continuous  Memory skills  Exam technique  **Listening**  Information retrieval  Awareness of different phonics  Tense recognition | |  | | | | | **Home Learning**  Vocab learning  Grammar exercises testing understanding of new rules (adjectives / **tenses)**  Written pieces working on developing accuracy.  Translation both ways |
| **Topics in unit 2**   * Describe what you wear (using demonstrative adjectives and correct agreement) * Describe fashion in greater detail (using the present continuous) * Talk about shopping on the high street (initiating conversations) * Describe a shopping centre (opinions, descriptions) * Compare online and high street shopping * Learn how to resolve problems when shopping (conversational vocab and skills & preterite tense) * Discuss hypothetical situations (consolidation and development of conditional tense) | | | |
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| **Assessment**  **Reading –** comprehension and translations  **Writing –** extended written piece + translations  **Completed after Unit 1 and 2** | | | |
| **Wider curriculum** | | | |
| Literacy   * writing and reading | Numeracy   * sizes of clothes | British Values   * Tolerance of differences. | Employability   * cultural understanding * written communication * listening skills * attention to detail * group work * persevering with a task |
| SMSC  Fashion in the Hispanic world | Cultural Capital  Developing academic language | Character Education   * Resilience to complete a task * Independence * Participation * Working under pressure * Developing confidence | Personal Development  Taking responsibility for own learning. |

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| **Spring 1 into 2 – Routines / relationships / global issues**   |  |  | | --- | --- | | **Reading**  Information Retrieval  Reading for gist  Tense recognition  Inference  Translation  **Speaking**  Awareness of some pronunciation rules  Speaking under pressure  Speaking in different tenses  Photo card practise  Memory techniques | **Writing**  Linking sentences into paragraphs  Attention to detail  Including tenses  Writing in the 1st and 3rd person  Translation  **Listening**  Information retrieval  Recognition of different tenses  Recognising question words  Subject pronoun changes  Negative recognition | |  | | | | | **Home Learning**  Vocab learning  Grammar exercises – tenses / (past) (present) / (future)  Translation both ways  Writing with accuracy and complexity  Photo card practice  Preparing a series of answers to questions |
| **Topics in Unit 3**   * Describe morning routines using reflexive verbs & sequencers * Recap on time * Describe afternoon and evening routines * Talk about relationships with friends and family (direct object pronouns) * Compare routines (learning verbs with prepositions) * Talk about global issues (irregular future & conditional) * Discuss solutions to global issues (impersonal constructions & opinions) | | | |
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| **Assessment - Completed after unit 3**  **Speaking –** pre-learnt questions and answers in a conversation + photo card  **Listening –** Range of exercises including a range of tenses – comprehension exercises | | | |
| **Wider curriculum** | | | |
| Literacy  Oracy skills | Numeracy  Recap larger numbers - quantities | British Values  Charity / awareness of global issues | Employability   * cultural understanding * written communication * listening skills * attention to detail * group work * persevering with a task |
| SMSC  Looking after the Amazon | Cultural Capital  Developing academic language | Character Education  Working under pressure  Courage – speaking assessment  Decision making – on spur  of the moment | Personal Development  Understanding how you work under pressure |

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| **Summer 1 & 2 – GCSE Theme 2 Topic 1 -**  **Home, Town, Neighbourhood & Region**  (AQA GCSE Unit 5)  **Reading Writing**  Retrieval skills Attention to detail  Reading for gist Paragraph writing (40/90)  Translation Tense formation  Tense recognition Translation  Inference  **Speaking Listening**  Question recognition Retrieval skills  Answering basic questions Tense recognition  Production of speaking questions Recognition of sound patterns   |  |  | | --- | --- | |  |  | | | | **Home Learning**  Grammar exercises  Writing in paragraphs  Translation skills  Producing a series of speaking questions  Vocab learning  40 / 90 word pieces |
| **Topics from this module**   * Saying where you live and describing the area we live in. * Developing paragraph writing skills – 90 / 40 word pieces * Answering a set of questions on the topic of house and home – showing off tenses and grammar knowledge * Saying where we have lived previously and where we would like to live in the future * Reading and Listening – GCSE higher question types and skills (inference / reading for gist etc) * Translation skills – attention to detail. * Vocab extension – lists provided to students | | | |
| **Assessment End of Key Stage 3 assessment**  **Reading – comprehension questions / translations**  **Writing – paragraph writing / translations** | | | |
| **Wider curriculum** | | | |
| Literacy  Reading, writing skills | Numeracy  large numbers - population | British Values | Employability  Written accuracy  Communication skills  Organisation skills |
| SMSC  Spanish housing and living | Cultural Capital  Resilience to finish a task to the end.  Developing academic language | Character Education  Resilience  Organisation | Personal Development  Performing at GCSE level  Positivity |