Chellaston Academy

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

Autumn 1 – Media, New technology and future plans (Claro 2 Unit 3)		Home Learning
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	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)

Assessment

Reading – comprehension and translations into Eng

Writing – extended written piece and translations into Spanish

Completed after Unit 1 and 2

Wider curriculum

Literacy	Numeracy	British Values	Employability
• Writing and reading skills	Telling the time (recap)	• respect and tolerance of others • Data privacy and protection rights	• cultural understanding • written communication • listening skills • attention to detail • group work • persevering with a task
SMSC Social media – Spain	Cultural Capital Developing academic	Character Education • Resilience to	Personal Development Taking responsibility

TV and film - Spain	language.	• complete a task • Working independently • Reflection • Working under pressure	for learning.

Autumn 2 and into Spring 1 – Fashion (Claro 2 Unit 4)

Home Learning

Vocab learning

Grammar exercises testing understanding of new rules (adjectives / **tenses)**

Written pieces working on developing accuracy.

Translation both ways

Reading
Information Retrieval
 Translation skills
Inference
Types of questioning
Reading for gist

Writing
Attention to detail
Translation
Present continuous
Memory skills
Exam technique

Speaking
Regular sound patterns
Developing confidence to speak out loud
Speaking in different tenses
Question recognition
Photo card work

Listening
Information retrieval
Awareness of different phonics
Tense recognition

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)

Assessment

Reading – comprehension and translations

Writing – extended written piece + translations

Completed after Unit 1 and 2

Wider curriculum

Literacy	Numeracy	British Values	Employability
• writing and reading	• sizes of clothes	• Tolerance of differences.	• 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.

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)

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

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Wider curriculum

Literacy	Numeracy	British Values	Employability
Oracy skills	Recap larger numbers - quantities	Charity / awareness of global issues	- cultural understanding - written communication - listening skills - attention to detail - group work - persevering with a task

SMSC	Cultural Capital	Character Education	Personal Development
Looking after the Amazon	Developing academic language	Working under pressure Courage – speaking assessment Decision making – on spur of the moment	Understanding how you work under pressure

Summer 1 & 2 – GCSE Theme 2 Topic 1 - Home, Town, Neighbourhood & Region
(AQA GCSE Unit 5)

Home Learning

Grammar exercises

Writing in paragraphs

Translation skills

Producing a series of speaking questions

Vocab learning

40 / 90 word pieces

Reading
Retrieval skills
Reading for gist
Translation
Tense recognition
Inference

Writing
Attention to detail
Paragraph writing (40/90)
Tense formation
Translation

Speaking
Question recognition
Answering basic questions
Production of speaking questions

Listening
Retrieval skills
Tense recognition
Recognition of sound patterns

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	Numeracy	British Values	Employability
Reading, writing skills	large numbers - population		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