

Fairfield High School Curriculum Overview – Year 9

Subject	Spanish	Why do we study these units in Year 9?
Lessons per fortnight		Year 9 in Spanish begins with GCSE theme 1: me, my family & friends and builds on prior learning in Years 7 and 8 by revisiting some of the same topics in order to deepen knowledge and increase linguistic and grammatical sophistication. Students in Year 9 study family & relationships, home & local area, school, customs and festivals, food & drink, free time, school and education. These topics are revisited in Years 10 and 11 to ensure in depth coverage of all units of the AQA GCSE specification.
Setting	Mixed ability	

Students are encouraged to be Responsible Global Citizens through activities/content on...

UNSG 8 decent work and economic growth. Students think about and explain why they will choose or drop certain subjects and how these choices will affect work lives and horizons (Theme 3 Current and future study and employment)

UNSG 11 sustainable cities and communities. Students will think about where they live, their communities, what make them safe places, what could make them happier and safer places and what they would like to change in the neighbourhoods. (Theme 2 local, national, international global areas of interest)

UNSG 16: promote peaceful and inclusive societies. Students look at relationships and alternative family models. (Theme 1 marriage and partnership)

UNSG 4: quality education. Students discuss access to education and learning pathways. (Theme 3 my studies)

UNSG 12: responsible consumption and production. Students discuss food and drink consumption and we reduce it.
(Theme 1 food and eating out)

We ensure all students experience high challenge in the subject by including... Diversifying between skills listening speaking, reading and writing, differentiated resources and questioning, fostering independent enquiry, open-ended tasks.

We also foster independent enquiry by providing students with access to online material such as Kerboodle, BBC bitesize, Quizlet, Seneca where they can carry out additional subject practice.

Literacy work this year includes... use of vocabulary tests to allow students to feel confident with key words and phrases when they come up throughout the unit. We encourage the use of full sentences in speaking and writing and focus on both formal and informal register. We also use sentence builders to encourage correct use of word order and these are labelled with key grammatical terms to aid students in their understanding of the structure of a sentence and its components including pronouns, verbs, adjectives, connectives, time phrases that change tenses - etc.

Innovation and Creativity opportunities this year include... free writing and spontaneous speaking as well as studying foreign language films, music and cultural discovery as part of Global Learning lessons.

Employability opportunities/skills covered this year are... collaborative working, the ability to work independently and self-identifying areas to improve on. Students also have the chance to develop communication skills as well as gaining an understanding of formal and informal register. During language week Y9 students are invited to meet Bristol University student to talk about languages and a possible career.

Term	Unit title	Knowledge and Understanding/content	Skills	Assessment
1	Theme 1: Identity and Culture: "Me, my family & friends"	Family Members Describing people Talking about friends Relationships Grammar: Master 2 main verbs ser and tener Intensifiers Including adjectives	Listening, speaking, reading, writing and translation. Understanding near cognates Answering unprepared questions Learning vocab	GCSE-style writing and translation
2	Theme 2: Local, national, international and global areas of interest: "Home, town, neighbourhood & region"	Where you live (cities, countryside) Describing your home and furniture Describing your bedroom Talking about different areas and compass points Describing a town (key places) Grammar: Using hay /ser and estar Using prepositions to say where things are Using puede and se puede Demonstrative adjectives and pronouns Using Mas / menos que	Listening, speaking, reading, writing and translation Recognising key words when reading Building longer sentences Using frequency words	GCSE-style reading and translation

		<p>Imperfect vivir/gustar por que</p> <p>Simple future + infinitive</p> <p>Affirmative, negative and interrogative structures</p> <p>Adverbs of time Ahora/antes /luego</p>		
3	<p>Theme 3: Current and future study and employment</p> <p>“My studies”</p>	<p>School subjects</p> <p>Describing teachers</p> <p>Describing your school</p> <p>Talking about your timetable and time</p> <p>Describing a typical school day</p> <p>Grammar:</p> <p>Revisit comparative</p> <p>Adverbs of time</p> <p>Adjectives and agreements</p> <p>Modal verbs of obligation tener que / se debe/hay que and interrogative and negative</p> <p>Question words</p> <p>Revision of time /days of the week</p>	<p>Listening, speaking, reading, writing and translation Using visual verbal context in reading. Forming longer sentences.</p> <p>Agreeing and disagreeing</p>	<p>Listening assessment</p>
4	<p>Theme 1: Identity and Culture:</p> <p>“Free time activities”</p>	<p>Talking about free time</p> <p>Sports and hobbies</p> <p>Grammar:</p> <p>Using gustar and encantar, affirmation, negative and interrogative structures</p>	<p>Listening, speaking, reading, writing and translation. Reading for detail</p> <p>Using common patterns</p> <p>GCSE roleplay and photocard Using mnemonic. Using visual clues</p>	<p>GCSE-speaking</p> <p>Reading out loud and Gap Fill (New Spec)</p>

		<p>Common irregular verbs Using present continuous/past continuous Pronouns after <i>con</i> and <i>para</i> Using <i>hacer</i> and <i>jugar</i> 'radically changing verbs' Using present tense and simple future tense together to talk about plans with friends Easter festival</p>	<p>Adding reasons to produce complex sentences Adding to how we can give our opinion</p>	
5	Theme 1: Identity and Culture: "Media"	<p>Music and performing arts Types of music and opinion Cinema, concerts past and future plans Types of TV programs and films, opinion Recap future tense (will) Preterit to describe a past event Irregular verbs <i>ver</i> and <i>ir</i> Adverb of frequency Perfect tense Present continuous tense Future tense Using <i>por</i> / <i>para</i> Using <i>estar</i> and the present tense.</p>	<p>Listening, speaking, reading, writing and translation. Reading for detail Using common patterns</p>	GCSE-writing

6	<p>Theme 1: Identity and Culture: "Customs and festivals"</p>	<p>Traditions in Spanish-speaking countries Talking about customs and traditions Festivals in Spanish-speaking countries Grammar: Regular preterite verbs Using ser and estar in the preterite Recognising the imperfect tense Notion of finished and unfinished time Question words Adverbs of time Superlative adjectives</p>	<p>Listening, speaking, reading, writing and translation Requesting help Developing confidence in speaking Making use of social and cultural context when reading</p>	<p>Vocab tests Presentation on Hispano festivals</p>