

Spanish Curriculum Information

Y9 Spanish Curriculum Intent

To develop the confidence of all students and empower them with the autonomy to access new and unfamiliar language through the use of decoding skills facilitated by the explicit teaching of phonics and sound patterns; to deepen students' curiosity and understanding of the world; to work towards becoming a fluent and spontaneous Spanish speaker, allowing students to become global citizens of the future.

Throughout the year there are opportunities to enhance all four skills and to become more proficient in the ability to express spoken and written language, with a back-drop of GCSE-style tasks (eg: the photo card, the role-play, the 40 word task, translation both ways)

Topics have been selected for the purposes of continuity, consolidation and connection to one another, eg. technology used in free time, sport and hobbies as free time activities; house, home & region, going to a café.

Y9 Spanish Curriculum Overview

YEAR 9		
Term 1	Topics	Introductions, greetings, alphabet, numbers 1-100, class equipment, months, days of the week, colours, opinion words, family members, pets, TENER, basic adjectives for pets, physical description vocab (eyes & hair) Adverbs of frequency, personality, SER, new technologies, free time
		These topics allow students to develop a first knowledge of the language and begin to identify crucial grammatical patterns and structures. All of them form the foundations for the GCSE topics they will go on to study. Grammar elements include simple adjectival agreements, first person verb forms, phonics and pronunciation principles. opinion words + infinitive, adjectives to give simple justifications, present tense.
Term 2		School subjects, likes / dislikes, opinions and reasons, time, parts of the day, the school day), house and weather. Where students live: places in the town, activities that can be done in the town, basic descriptions, opinions with adjectives, weather, environmental issues, the immediate future, travel and holiday activities in the immediate future tense.

		Introducing vocabulary and grammar to form the basis of GCSE. Grammar elements this term include adjectives, opinion verbs eg. GUSTAR, time, verbs in 3 rd person impersonal expressions, verbs used with weather, the immediate future.
Term 3		Build on number knowledge and extend to 1000. Revisit the verb IR. Food and drink, negative and positive opinions, helping at home and part-time jobs. Numbers to 1000. Money and transactions. Cultural differences in foods and meals
		Building on previous half term, reviewing vocab but introducing new concepts, vocabulary and structures. Taking knowledge from their experience of French to see if links can be made to their learning in Spanish. These topics allow students to broaden their Hispanic cultural and linguistic knowledge and encourage them to make links between topics. Recap grammatical principles covered earlier in the year in preparation to meet the criteria for GCSE (opinions, justifications, range of language and tenses etc.)