

Spanish Year 9	Curriculum Intent: In year 9 students will study 6 areas pertinent to their life. They will focus on understanding and expressing descriptions and opinions. Grammatical knowledge will be built upon with key structures to each topic, such as comparatives and structures with 2 verbs, alongside a study of knowledge which is transferable and relevant for future learning such as opinions and verb conjugation in 3 time frames. The 4 key skills of listening, speaking, reading and writing will be continually developed. Students will make further links between these areas to develop their understanding of how languages work. A range of skills within these key areas will be developed throughout each unit with repeated practice. Each assessment will be used to inform future learning in the next module, allowing teachers to focus on areas of knowledge and understanding which may need more practice along with new language.					
	Weeks 1-7	Weeks 8-13	Weeks 14-19	Weeks 20-25	Weeks 26-31	Weeks 32-37
Module	About my Life	Eating In & Out	Planning to go out	Summer Holidays	How we are & Work	A Healthy Lifestyle
Interleaving	Previous knowledge & understanding are revisited using a variety of starters: 3 tier, 5 a day, retrieval grids, random question generator. Grammar progression is built in.					
Knowledge	Phone activities Types of music TV programmes Use present & preterite together	Food, drink, breakfast, food in a restaurant, restaurant language, shopping, party language	Activities, places, prepositions of place, activities, the time, hours and quarters, routine verbs, clothes, colours	House adjectives, location, rooms & parts of a house, local activities, directions, time expressions	Opinions of everyday ideas & activities, frequency expressions, film genres, reactions, the preterite, jobs, adjectives for jobs & people, qualities, plans	Food, types of food, drinks, frequency expressions, reflexive verbs for routine, verbs for health, illnesses, me duele(n)
Understanding	Students will understand and apply the following grammatical structures:					
	Revise present tense, express a range of opinions on music, read authentic text, compare, say what I did yesterday	A wider range of opinions, negatives, using Usted, near future tense, an account of a party, using 3 tenses together	Using ¿te gustaría + INFINITIVE to invite, accepting & declining, using tengo que + INFIN for what I have to do, reflexive verbs, position & agreement of adjectives	Comparisons, preferences & why, explaining what you can do with se puede + INFINITIVE, giving directions	Varied opinions, a variety of present tenses for activities I do, how often, a cinema trip – near future tense, explaining my birthday – preterite tengo que + INFIN for what I have to do, me gustaría / quiero + INFIN for what I'd like to do, near future for plans, describing jobs	Explain how often, use preceding direct objects (it/them), explain what I do to (keep fit) - para + INFIN, using 3 tenses, (no) se debe for advice, me duele(n)
Skills	Students are given opportunities to practise all 4 key skills of Listening , Speaking , Reading and Writing , throughout each module.					
Assessment	Listening/Reading: Tasks at sentence, connected sentence & paragraph levels	Writing: A party last weekend	Writing: Articles for a magazine	Listening/Reading: Tasks at sentence, connected sentence & paragraph levels	Writing: Letter to Spain	Speaking: Interview Health & Fitness