

Year 9 Spanish Curriculum Sequence (breadth)

Intent: • To foster pupils' curiosity and deepen their understanding of the world. • To express ideas and thoughts in another language • To understand and respond to speakers of that language in speech and writing • To communicate for practical purposes • Provide the foundation for further language learning

T1 - Jobs	T2 - Healthy living	T3 - Global issues
<p>Why this module?</p> <ul style="list-style-type: none"> . As students will have just started learning their choices subjects, they are considering the career they would like to do in the future. In this module students will broaden their horizons by learning about the jobs people do and the tasks people undertake in their jobs as well as career pathways they can access if they utilise their language skills. . Students will build on their knowledge of ser in the present tense to talk about jobs that they and others do. . Students will also consolidate their understanding of tener in the present tense to introduce the structure tener que + infinitive to talk about what they and others have to do for their jobs . We will also express opinions by discussing what jobs students would like to have in the future and why using the conditional tense. 	<p>Why this module?</p> <ul style="list-style-type: none"> . Students will enhance their cultural capital through studying different Spanish foods and diets and talk about what they eat at different mealtimes as well as the varying mealtimes in Spain compared to the UK. . Students will future practice their ability to give opinion by learning how to say what they like eating and what they have to eat using se debe . Students will also learn how to talk about their lifestyles as well as study what people do to lead a healthier lifestyle and form better habits. . Students will also acquire knowledge of illnesses and injuries and learn a real-world skill to get help for these issues when abroad using me duele and ser 	<p>Why this module?</p> <ul style="list-style-type: none"> . Students will promote responsible decision making by developing students' understanding of what right children have in this country – in terms of what they are and aren't allowed to do . Students will simultaneously increase their knowledge of life in Spanish-speaking countries and be able to draw comparison between different countries as well as fostering curiosity about the laws in other countries . Students will learn how to become responsible global citizens by learning how they can improve the world around them through fair trade and recycling using se deberia to say what they should do . Students will also reflect on how their town has changed using the imperfect tense . Students will further expand their culture capital through project work on the film Voces Inocentes, which encapsulates the serious and important issues discussed earlier in the module. . Students will consolidate their knowledge of language and structures from previous unit to be able of describe what happens in the film, the problems the characters face as well as what characters should or must do to improve their situation.

<p>National curriculum links:</p> <ul style="list-style-type: none"> . To continually improve pronunciation and intonation . To develop a wide-ranging and deepening vocabulary . Listen to spoken language from a range of authentic sources, obtain information and respond . Read literary texts from a variety of authentic sources, obtain information and respond . Transcribe short sentences they hear with increasing accuracy . Translate short texts into English and the language of study . To initiate and develop conversations coping with unexpected responses . To communicate personal and factual information which goes beyond students' immediate needs and interests . To speak with increasing confidence, fluency and spontaneity on an increasing variety of topics using a variety of grammatical structures to express own ideas and opinions. . To write at varying length and for different purposes and audiences using an increasingly wide variety of grammatical structures and vocabulary . To write and speak with increasing confidence, fluency and spontaneity to express and develop own ideas and opinions and provide justifications in a range of tenses . Use a variety grammar, structures spelling and punctuation with accuracy . Use and manipulate the present, past and future tenses and the conditional mood with confidence . To demonstrate competence in listening, reading, writing and speaking which provide a foundation for further language learning at GCSE . To demonstrate and appreciation of language, cultures and the world around them 		
---	--	--

<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Expressing and justifying opinions across a variety of topics . Teaching your future in Y11 HT3 . Teaching of regular and irregular verbs in Y10 T1 . Teaching of infinitive structures in Y9 (depth) T3 . Teaching of ser in Y9 (breadth) T2 . Teaching of the conditional tense in Y9 (breadth) T3 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Teaching reflexive verbs and relationships in Y9 (depth) T3 . Teaching PSHCE and healthy eating . Teaching ser vs estar with problems in Y9 (depth) T3 . Teaching of doler in Y10 T2 . Teaching healthy living in Y10 T2 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Teaching your area and what it used to look like in Y10 T3 . Teaching a better world for all in Y11 HT2 . Teaching of PSCE and rule of law . Teaching of impersonal verbs in Y10 T2
---	--	---

<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of opinion structures from Y7 and Y8 . Knowledge of adjectives from Y7 and Y8 . Knowledge of reflexive verbs from daily routine in Y9 T3 . Knowledge of ser vs estar from Y7 and 8 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of opinion structures from Y7 and Y8 . Knowledge of basic reflexive verbs introduced in Y7 . Knowledge of personality adjectives from Y7 . Knowledge of food/drink from Y8 HT4 . Knowledge of time phrases from Y7 and 8 . Knowledge of ser from Y9 (breadth) T1 . Knowledge of se debe from Y9 (depth) T1 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge the tenses from Y8 HT5 . Hispanohablante project in Y8 HT6 . Knowledge of describing a town Y7 HT5 . Knowledge of jobs from Y9 (breadth) T1 . Knowledge of numbers from Y7 . Knowledge of present tense verbs conjugation from Y8 HT4 . Knowledge of the conditional from Y9 (breadth) T1
--	---	--