

Year 9	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Curriculum Content	Unit 1: Composite- Self and family (Identity and Culture) Components: - Introducing yourself and your preferences - Family relationships and reflexive verbs - Hobbies, free time and media	Unit 2: Composite- Jobs (Future aspirations, study and work) Components: - Your opinions on different jobs - What you would like to do in the future - Opportunities for future studies - Language opportunities, travel and studying abroad - Chores around the house	Unit 3: Composite- Healthy lifestyle (Identity and Culture) Components: - Describing your food and drink preferences - The past tense - Describing your diet - Sports and exercise habits - Advice for a healthy lifestyle	Unit 3: Composite- Healthy lifestyle (Identity and Culture, continued) Unit 4: Composite- Where I live (Local area, Holiday and travel) Components: - Describing where you live - Things to do in the town - The past tense to describe a recent trip - Environmental issues - Global/ local issues	Unit 4: Composite- Where I live (Local area, Holiday and travel, continued)	Unit 5: Composite- Describing festival and global events (Global dimensions) Components: - Giving opinions on festivals - Research a Spanish festival - Learn about the wider Spanish speaking world
Prior knowledge and skills (from previous year / key stage)	Identity and Culture Personal introductions and a range of questions and answers linked to self. Media vocabulary covered in Year 8.	School subjects and opinions from Year 7, unit 3. Personality adjectives and use of the 1 st and 3 rd person as covered in Year 7, unit 2 and Year 8 unit 1. The conditional and future tenses will also be recapped from Year 8.	Food vocabulary recap, covered in the year 8 curriculum, unit 5. A range of opinions and adjectival agreement will consolidate grammatical learning throughout KS3. The conditional tense recap from unit 2.	Use of the present, past, future and conditional tenses, consolidating verb tenses from units of work throughout KS3. Recapping of town/house vocabulary from year 7 unit 5 and year 8 unit 4.	Places recapped and a range of opinions with adjectives to give justifications, as covered in Year 8 units 2 and 4. Recapping of town/house vocabulary from year 7 unit 5 and year 8 unit 4.	Countries and holiday activity recap from Year 8, unit 2. Developing on the range of opinions and tenses covered throughout KS3.
Assessment Objectives	To assess understanding of key basic items of vocabulary and develop learners confidence in spoken Spanish	Reception and production skills- Writing assessment- translation and production of answers to key questions	Vocabulary checks and understanding of key sentence structures.	Developing examination skills and revision techniques	Vocabulary checks and understanding of key sentence structures.	Whole school End of Year assessment- Consideration of all skills.
Vocabulary / Key Subject Terminology	See KO Nouns (gender), adjectives (agreement and placement)	KO, Present tense, opinion phrases, indicators of time and frequency, quantifiers	KO Future tense, Indications of time and conjugation of irregular verbs.	KO Conditional tense.	KO Preterite tense, conditional tense,	KO Consolidation of tenses.
Assessment 1		Whole school assessment Year 8 w/c _____ AO3 Reading and AO2 Speaking	Formative assessment in classrooms- AO1 Listening and AO4 Writing.	Whole school assessment Year 8 w/c _____ AO1 Listening and AO4 Writing.	Formative assessment in classrooms- AO3 Reading and AO2 Speaking	Whole school assessment Year 8 w/c _____ All skills, tbc

Assessment 2	Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.	Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.	Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.	Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.	Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.	Weekly vocab tests to be used to gauge independent learning and complement lesson content. KO to be used every lesson to promote independence.
Cross Curricular Links with other Faculties	The European Day of Languages – Wednesday 26 th September. All departments to be invited to contribute by planning a link e.g. bell task linked to Spain/ another European country. PSHE programme. .	This unit will support the careers and aspirations work done in PSHE lessons throughout the year. Raising aspirations through discussion of jobs, opportunities for study and work abroad. In Year 9 PSHE term 2 students will study a unit of work “Life after TOAN” looking at aspirations and future careers.	International Mother Tongue Language Day- Thursday 21 st Feb. All departments to be invited to contribute by planning a link e.g. bell task linked to Spain/ another country. PSHE programme. Media. Explore the use of Spanish in the wider world. Opportunities to be developed for literacy- promoting reading in Spanish. Spanish film and music opportunities.	This unit will support the work done through PE, Year 8 autumn 1 lifestyle and year 8 autumn sports nutrition, and PSHE in Year 7 spring 1 and Year 8 spring 1. In all units students will consider attitudes towards healthy lifestyles.	Food technology- food tasting. Options to be explored for cooking a Spanish dish. Students will have studied a range of different cuisines linked with different countries throughout their study of Food this year. Students study the environment and consider the being “green” in Year 7, spring 1.	The trip to Barcelona will reinforce learning that students will engage with in Term 1 of the Year 10 Art curriculum; students will look at cities to design cultural escape boards. The study of festivals and global sporting/music events etc. In Art, students study a range of festivals as inspiration for work. Music festivals are included as an option for a GCSE question in term 2 in Year 10. Sporting events e.g. World Cup/ Olympics are covered in Year 7.
Knowledge Organiser content	Identity and Culture Self- preferences, family relationships, routines etc. Media/technology Reading habits	Future aspirations, study and work Future aspirations School preferences Language opportunities Jobs Chores around the house Clothing- uniform	Identity and Culture Diet and healthy lifestyle Food Exercise Advice	Local area, Holiday and travel Describing where you live Shops Environmental issues Global/ local issues	Global dimensions Sporting events. Festivals and the wider Spanish speaking world Holiday wishes	
Extra-Curricular Offer	Language themed activities during the week of the European Day of Languages. Spanish film club.	Spanish film club.	Onatti theatre production company. Spanish film club.	Spanish film club.	Spanish film club.	Spanish trip abroad Spanish film club.
UNCRC Links		ARTICLE 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. Pupils will consider what job they will do in the future after school and how this links to their education.	ARTICLE 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this. Pupils consider the importance of a healthy diet and exercise.		ARTICLE 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. Pupils consider the importance of looking after the environment and our impact on the planet.	