

Year: 9

Subject: Spanish

Year 9 Spanish – Unit 1		
Overarching Topic: Global issues (Jóvenes en acción)		
What has come before and what comes later:	During the previous unit, students studied healthy living. In the next unit, they will learn about their family, friends and marriage. The unit has been fully mapped against the KS3 Programme of Study. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use two at the same time. More able students will be able to use a variety of future tense forms.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> • How do you say where someone lives and what their nationality is? • How do you say what you do in the morning and in the evening? • How do you say what rights you have? • How do you say what you can or cannot do? • How do you say how you travel to school and why? • How do you say what you do to protect the environment? • How do you say what you did / are going to do to protect the environment? • How do you say what you do to raise money for charity? • How do adjectives of nationality change for people of different gender, and for plural groups? • How do you compare two adjectives in Spanish? • How do you form the present, preterite (past) and near future tenses in Spanish in the 'I' form? • How do you form the present tense in Spanish in the 'he/she' and 'we' forms? • How do you say 'I can' in Spanish? • How do you pronounce the following sounds in Spanish: gi / ge / j / ñ vs n? 	<ul style="list-style-type: none"> • How do you discuss fair trade in Spanish? • How do you say what your town used to be like? • How is 'poder' conjugated in the present tense? • How do you form the simple future tense in Spanish in the 'I' and 'we' forms? • How do you form the 'I' form of the imperfect tense in Spanish? • How do you form the present, preterite (past), imperfect (past), near future and simple future tenses of verbs in Spanish in all forms? • How do you say 'you should' in Spanish?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above). • Skills focus → Reading skills – students identify 2-3 personal strategies to improve their reading skills. 	<ul style="list-style-type: none"> • Classwork and homework activities. • Assessments.

Year: 9

Subject: Spanish

Year 9 Spanish – Unit 2		
Overarching Topic: Me, my family and friends (Theme 1)		
What has come before and what comes later:	During the previous unit, students studied about global issues. In the next unit, they will learn about their home, town and region. The unit has been fully mapped against the KS3 Programme of Study. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames, whilst others will be able to use two at the same time. More able students will be able to use a variety of future tense forms.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> • What are the words for different family members? • How do you describe someone's physical appearance and personality? • How do you describe your relationship with someone (e.g. saying you get on with them or not)? • How do you give basic information about a friend / partner? • How do you say what you did with your friends / family in the past? • How do you say whether you would like to get married or not in the future? • How do you say what your opinion is about marriage? • How do you say 'I am' and 'he/she is' in the present tense? • How do you say 'I have' and 'he/she has' in the present tense? • How do you form the present, preterite (past) and near future tenses in Spanish in the 'I' form? • How do you say 'my' and 'your' in Spanish? • How do you pronounce the following sounds in Spanish: v vs b / rr vs r / h? • How and why is Christmas celebrated in Spain or another Hispanic country? 	<ul style="list-style-type: none"> • How are 'ser' and 'tener' conjugated in the present tense in all forms? • How do you form the simple future tense in Spanish in the 'I' and 'we' forms? • How do you form the present, preterite (past), near future and simple future tenses of verbs in Spanish in all forms? • How do you say 'his/her', 'our' and 'their' in Spanish? • What are the main differences between the use of 'ser' and 'estar' (both meaning 'to be')?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> • Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above). • Skills focus → Listening skills – students identify 2-3 personal strategies to improve their listening skills. 	<ul style="list-style-type: none"> • Classwork and homework activities. • Assessments.

Year: 9

Subject: Spanish

Year 9 Spanish – Unit 3		
Overarching Topic: Home, town, neighbourhood and region (Theme 2)		
What has come before and what comes later:	During the previous unit, students studied about family and relationships. In the next unit, they will learn about their school and education. The unit has been fully mapped against the KS3 Programme of Study. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use two at the same time. More able students will be able to use a variety of tenses.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> What are the words for different rooms of the house / some items of furniture? How do you describe your house and its rooms? How do you say what you do at home / in your town / region, what you did in the past, and what you are going to do in the future? What are the words for different places in your town / region? How do you say where you would like to live in the future? How would you buy items in a Spanish-speaking country? How do you say 'there is/are'? What are the two ways of saying 'it is'? How do you say 'I can' and 'you can'? What are the words for some prepositions such as 'next to'? How do you form the present, preterite (past) and near future tenses in Spanish in the 'I' form? How do you split a word into syllables? How do you pronounce the following sounds in Spanish: 'strong' and 'weak' vowels? 	<ul style="list-style-type: none"> How do you say what your ideal house would be like? How do you describe what are advantages and disadvantages of living in the town / countryside are? How are 'poder', 'ser' and 'estar' conjugated in the present tense? How do you form the simple future tense in Spanish in the 'I' and 'we' forms? How do you form the present, preterite (past), near future and simple future tenses of verbs in Spanish in all forms?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Writing/speaking skills – students identify 2-3 personal strategies to improve their writing/speaking skills. 	<ul style="list-style-type: none"> Classwork and homework activities. Assessments.

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Subject: Spanish

Year 9 Spanish – Unit 4		
Overarching Topic: My studies / Life at school/college (Theme 3)		
What has come before and what comes later:	During the previous unit, students studied about their town and their home. In the next unit, in Year 10, they will learn about technology, mobile phones and social media. The unit has been fully mapped against the KS3 Programme of Study. Students have previously seen how to use the past, present and future time frames. Some students will be able to use all three time frames together, whilst others will be able to use two at the same time. More able students will be able to use a variety of tenses.	
	Core	Extension
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	<ul style="list-style-type: none"> How do you say which subjects you study, and give opinions about them? How do you say which subjects you are going to study in the future? How do you say what facilities your school/college has? How do you describe your typical school day, a school day in the past, and a school day in the future? Describe your school rules. How do you describe your school uniform and give opinions about it? How do you give opinions about different teachers in your school? How do you compare two adjectives in Spanish? How do you say something is the 'most' e.g. the biggest, the most interesting? When would you use 'mucho', 'poco', 'bastante' and 'demasiado'? How do you say 'you must', 'it is necessary' and 'I have to' in Spanish? How do you form the present, preterite (past) and near future tenses in Spanish in the 'I' form? How do you pronounce the following sounds in Spanish: final and penultimate syllables? How and why is the San Fermín festival celebrated in Spain? 	<ul style="list-style-type: none"> Describe some problems and concerns in your school. How do you say how you would improve your school / describe your ideal school? How do you form the simple future tense in Spanish in the 'I' and 'we' forms? How do you form the present, preterite (past), near future and simple future tenses of verbs in Spanish in all forms?
	Skill/Technique	How students will develop and demonstrate this
Key skills	<ul style="list-style-type: none"> Listening / speaking / reading (including translation into English) / writing (including translation into Spanish) / vocabulary learning strategies / application of grammar (listed above). Skills focus → Vocabulary learning skills – students identify 2-3 personal strategies to improve their vocabulary learning skills. 	<ul style="list-style-type: none"> Classwork and homework activities. Assessments.