

## OVERVIEW

In Year 9, students consolidate language and structures that they have learnt in Year 7 and 8 and develop their knowledge of more complex grammatical structures.

We envisage that by the end of Year 9, students in the academy are operating as learners with some degree of independence and have acquired an excellent foundation in the Spanish language. We envisage that upon finishing their KS3 language learning journey, students will be knowledge rich, have a love of languages and be well prepared to access the KS4 curriculum, if this their chosen pathway.

## Aut

**Familia y relaciones**

- Describing relationships with friends and family
- Describing activities with family and friends in the present tense.
- Describing an ideal friend and partner.
- Talking about plans for the weekend using the future tense.
- Describing what you did last weekend using the past tense.
- Saying what you used to do when you were younger using the imperfect tense.

**De costumbre**

- Learning about Hispanic food and customs
- Learning about Hispanic festivals
- Narrating a past celebration.
- Expressing a festival, you would like to take part in
- Looking at how Spanish speaking countries celebrate Christmas

**Assessment:**

Vocabulary tests

Big Write- Students will produce a piece of extended writing about family, friends and relationships.

Big Write- Students will produce a piece of extended writing about a festival of their choice.

## Spr

**Una region**

- Describing your town/ city
- Basic geography and facts.
- Saying what you can/ can't do in your town or city
- Describing your town/ city in the past using the imperfect tense.
- Opinions and comparisons between countries and cultures.
- Shopping- Learning how to buy souvenirs.
- Expressing in which Hispanic country/ place you would like to live.

**Assessment:**

Vocabulary tests

Big Write- Students will produce a piece of extended writing about where they live, a Hispanic town or city and where they would like to live in the future.

## Sum

**Nuestro Mundo**

- Environmental issues
- Using modal verbs to say what you should(n't) do to protect the environment.
- Saying what you used to do to protect the environment
- Understanding the rights and responsibilities of young people.
- Talking about helping others
- Saying how you are going to help others in the future.

Revision of key language and skills in preparation for end of year assessments.  
Consolidation of key grammar.

**Assessment:**

Vocabulary tests

Big Write- Students will produce a piece of extended writing on protecting the environment.

Students will sit a United Learning exam in listening, reading and writing.

**Useful resources for supporting your child at home:**

[www.wordreference.com](http://www.wordreference.com) – Online dictionary  
[www.quizlet.com](http://www.quizlet.com) - Online quizzing and vocab building

**Homework:**

Students will be given vocabulary and grammar to learn. They will be expected to practise the key language for Big Writes at home using the self-quizzing method.

Seneca and Pearson may be used to support with homework tasks.