

DEPARTAMENTO DE ESPAÑOL



Introduction:

The aim of our schemes of work is to promote consistency within the Spanish Department in order to plan and deliver lessons that challenge and engage all students and that allow teachers to use assessments effectively. These schemes of work should also give students the opportunity to learn about the world and different cultures and to show them the wide variety of opportunities that the future will offer them when they are able to speak another language.

Languages Vision Statement (GD):

Spanish will inspire you to engage with the world, different societies and cultures, so that you can broaden your tolerance, adaptability, knowledge and thinking skills.

Languages introduction (GD):

You will develop your linguistic confidence in a safe and supportive environment in which you are encouraged to take risks. The lessons foster cooperation, collaboration and teamwork.

You will develop your linguistic skills through the use of authentic materials (songs, articles, stories) in a positive atmosphere. Your teachers are experts in building positive relationships and they will have high expectations of you to engage and adapt to the pace of your lessons. You will find teachers draw on their own experiences, which helps to take the subject outside of the classroom. You will be challenged to question where you have seen Spanish used in the wider world, out of school. You will be given the opportunity to participate in a residential visit abroad.

YEAR 9 CURRICULUM MAP (GD): MI MUNDO



During Year 9, we will be teaching students topics that will enable them to develop their conversations in Spanish to communicate with friends and family should they travel to a Spanish speaking country. They will also be able to write paragraphs about themselves adding a lot of detail and expressing their points of view. They will be able to read and decode information in Spanish and understand and respond

successfully to questions in the target language. In addition, the cultural element of the SOW will allow students to discover other cultures and familiarise themselves with different styles of life.

Finally, a trip to Spain also takes place in Year 9. If possible we will go to Spain and meet our pen pals. This will give our students the unique opportunity not only to practise their language skills, but also to immerse themselves in the Spanish culture.

Alternative SOW for students who will not do GCSE:

During the first half term these students will be doing the same work as the rest of the cohort. By the end of Oct HT, we will be able to identify better which students will probably not achieve the step required to carry on with Spanish at KS4. All these students will be together in the same class and will continue to study Spanish, but follow a different programme. Parents and students will be informed of these changes to make sure that everyone is happy following the recommended path.

Timeline	Subject content (GD)	Skills (linguistic competence)	Knowledge: Golden questions (list of questions to be learn by all students)
Sept-Oct HT	<p>¡Qué hambre tengo!: Talking about what you eat and drink, giving opinions on food and drinks; ordering food at a restaurant and discussing health problems and treatments;</p> <p>Cultural knowledge about gastronomy in the Hispanic world*</p> <p>End of Module: Project: practise Spanish recipes. We will bring Spanish food into the classroom to share, taste and do restaurant role plays*.</p>	<p>Pronunciation. Learning to perform a role play. Start writing paragraphs and understanding longer pieces of work*.</p> <p>Grammar: Revision of present tense* Forming negative expressions; Using "tú and usted"; Using "mucho and un poco"; Using the imperative*;</p>	<p>¿Qué te gusta comer? ¿Por qué? ¿Qué comes normalmente para tu cumpleaños? ¿Te gusta la comida española? ¿Por qué? Describe tu dieta. ¿Prefieres cenar en casa o en un restaurante? ¿Qué hay en la foto?*</p>
Oct HT-Christ	<p>¡Por fin de vacaciones!: Talking about transport and holiday travel, describing holidays activities, describing a past holiday, describing future holiday plans;</p> <p>Improving knowledge of Hispanic culture*, using common expressions and slang*, learning about Guatemala*.</p> <p>Super curriculum: independent projects about Christmas in the Hispanic World*.</p> <p>End of Module: students will send Christmas Cards to their pen pals in Spain*.</p>	<p>Narrate events and write paragraphs using different tenses, justified opinions and descriptions. Preparing for a written exam Learning to deal with unfamiliar vocabulary.</p> <p>Grammar: Using the verbs "ir" and "soler"*; forming the preterite tense with regular and irregular verbs* and revising the near future; Subjunctive expression to use in high quality sentences (high ability students only)*</p>	<p>¿Qué haces en verano? ¿Dónde vas normalmente de vacaciones? ¿Dónde fuiste de vacaciones el año pasado? ¿Qué fue lo mejor de tus vacaciones? ¿Qué planes tienes para el próximo verano? ¿Qué hay en la foto? ¿Adónde irías si tuvieras mucho dinero*?</p>
Christ-Feb HT	<p>Mi vida y las tecnologías: Discussing internet and social media, TV programmes, cinema, musicals, jobs and careers.</p> <p>Learning about "Programas musicales" in the Hispanic world*</p> <p>Super Curriculum: research project about "El Carnaval" in the Spanish speaking countries*.</p> <p>End of Module Project: technology week! Teach the students how to use apps, games, social media, etc... in Spanish to raise their intrinsic motivation*.</p>	<p>Learning to write independently and including complex descriptions. Developing translations skills from English into Spanish. Learning to do presentations in Spanish.</p> <p>Grammar: Using "acabar de" plus infinitive*; making comparisons; using "ser and estar"*; learning the future simple tense*;</p>	<p>¿Qué aplicaciones usas para estar en contacto con tus amigos? ¿Qué piensas de las redes sociales? ¿Prefieres ver películas en casa o en el cine? ¿Te gusta la música? ¿Por qué? ¿Qué te gusta leer y por qué? ¿Qué hay en la foto? ¿Qué planes tienes para este fin de semana?*</p>
Feb HT-Easter	<p>Estoy de moda: Describing what you wear, talking about fashion, dealing with problems when shopping and discussing hypothetical situations.</p> <p>Researching a famous Hispanic person*; Learning about traditional costumes in the Hispanic world*</p> <p>Super curriculum: independent projects about Easter in the Hispanic World*.</p> <p>End of Module Project: catwalk performance!*</p>	<p>Learning to react to unpredictable questions (improving listening skills). Learning to manage time in the exam.</p> <p>Grammar: Using demonstrative adjectives; Forming the Present Continuous Tense* Using indefinite adjectives; Using cardinal and ordinal numbers; Using direct objects pronouns*; Forming the conditional tense*;</p>	<p>¿Qué tipo de ropa llevas normalmente? ¿Te gusta ir de compras? ¿Por qué? Describe la ropa que llevas en verano; ¿Qué opinas del uniforme escolar? ¿Qué hay en la foto? ¿Cómo sería el uniforme de tus sueños?*</p>
Easter-May HT	<p>Mi pequeño mundo: Describing routines, talking about relationships with friends and family and talking about global issues and discussing solutions*. Understanding poetry* Learning about the "Quinciañera" festivity*; Researching "La Amazonia" *</p> <p>End of Module Project: tik tok video about their daily routine.</p>	<p>Learning to draft and redraft work, speaking authentically and improving exam techniques.</p> <p>Grammar: Using reflexive verbs*, using prepositions with verbs*, forming irregular verbs in future and conditional tense* and forming impersonal constructions*</p>	<p>Describe un día normal en tu vida ¿Te llevas bien con tu familia? ¿por qué? Describe a una persona en tu familia ¿Qué planes tienes con tu familia para este fin de semana? ¿Cuáles son los problemas globales más serios hoy en día? ¿Qué hay en la foto? ¿Cómo se pueden solucionar estos problemas?* ¿Cómo se debería cuidar el medio ambiente?*</p>

May HT-End	<p>El mundo Hispano*: Learning about the following places in the Hispanic world: Texas, Madrid, Barcelona, Mexico City, Machu Picchu, El Caribe, Colombia, Venezuela and Guinea Ecuatorial. Comparing and contrasting cultures*</p> <p>Revision: last few weeks of the academic year will be spent doing revision and fun and creative independent projects (<i>international links</i>)*.</p> <p>Super curriculum: links to extra curricular activities for the summer holidays**.</p>	<p>Practice all of the exam skills: speaking, writing, listening, reading and translation.</p> <p>Consolidation of grammar.</p> <p>Exam techniques.</p>	<p>Háblame de tu lugar favorito en el mundo Hispano</p> <p>¿Qué país del mundo Hispano te gustaría visitar y por qué?*</p>
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*Differentiated approach.

*International links.

GD: global dimension

Alternative SOW for students who will not do GCSE

Timeline	Subject content (GD)	Skills (linguistic competence)	Knowledge: Golden questions (list of questions to be learn by all students)
Sept-Oct HT (same as the rest of the cohort)	<p>¡Qué hambre tengo!: Talking about what you eat and drink, giving opinions on food and drinks; ordering food at a restaurant and discussing health problems and treatments;</p> <p>Cultural knowledge about gastronomy in the Hispanic world*</p> <p>End of Module: Project: practise Spanish recipes. We will bring Spanish food into the classroom to share, taste and do restaurant role plays*.</p>	<p>Pronunciation. Learning to perform a role play.</p> <p>Start writing paragraphs and understanding longer pieces of work*.</p> <p>Grammar: Revision of present tense* Forming negative expressions;Using "tú and usted";Using "mucho and un poco";Using the imperative*;</p>	<p>¿Qué te gusta comer? ¿Por qué? ¿Qué comes normalmente para tu cumpleaños? ¿Te gusta la comida española? ¿Por qué? Describe tu dieta. ¿Prefieres cenar en casa o en un restaurante? ¿Qué hay en la foto?*</p>
Oct HT-Christ	<p>¡Por fin de vacaciones!:Talking about transport and holiday travel, describing holidays activities. Booking a hotel room.</p> <p>Improving knowledge of Hispanic culture*, using common expressions and slang*, learning about Guatemala*.</p> <p>Super curriculum: independent projects about Christmas in the Hispanic World*.</p> <p>End of Module: students will send Christmas Cards to their pen pals in Spain*.</p>	<p>Learning to understand basic conversations to book a hotel room.</p> <p>Reading simple texts about holidays.</p> <p>Grammar: learning to use adjectives (word order*) and simple opinions, present tense of regular verbs* and conditional in set phrases*</p>	<p>Students will be allowed to prepare golden questions with teacher support and use their notes when speaking.</p> <p>¿Qué haces en verano? ¿Dónde vas normalmente de vacaciones? ¿Qué hay en la foto?*</p>
Christ-Feb HT	<p>Mi vida y las tecnologías: Discussing internet and social media,TV programmes, cinema and music.</p> <p>Film "8 Apellidos Vascos"*</p> <p>Learning about "Programas musicales" in the Hispanic world*</p> <p>Super Curriculum: research project about "El Carnaval" in the Spanish speaking countries*.</p> <p>End of Module Project: technology week! Teach the students how to use apps, games, social media, etc... in Spanish to raise their intrinsic motivation*.</p>	<p>Learning to write small paragraphs about themselves.</p> <p>Grammar: learning to justify opinions using "porque" plus a range of different adjectives*.</p>	<p>¿Qué piensas de las redes sociales? ¿Prefieres la tele o el cine? ¿Te gusta la música? ¿Por qué? ¿Qué hay en la foto?*</p>
Feb HT-Easter	<p>Estoy de moda: Describing what you wear, talking about fashion. Buying clothes in a shop.</p> <p>Researching a famous Hispanic person*;</p> <p>Learning about traditional costumes in the Hispanic world*</p> <p>Super curriculum: independent projects about Easter in the Hispanic World*.</p>	<p>Learning to make small presentations in Spanish about themselves* (they can refer to their notes if they need to).</p> <p>Practise simple role plays in a shop.</p> <p>Grammar: learning to understand simple questions about clothes. Consolidate the use of simple justified opinions in their work*.</p>	<p>¿Te gusta ir de compras? ¿Por qué? Describe la ropa que llevas normalmente. ¿Qué hay en la foto?*</p>

	End of Module Project: catwalk performance!*		
Easter-May HT	<p>Mi pequeño mundo: talking about relationships with friends and family.</p> <p>Learning about the “Quinciañera” festivity*; Researching “La Amazonia” *</p> <p>End of Module Project: tik tok video about their daily routine.</p>	<p>Learning adjectives to describe their friends, family members and their personalities.</p> <p>Grammar: revision on how to use adjectives*; learning how to use intensifiers and simple comparisons (más and menos que)*</p>	<p>Describe a tu mejor amigo/a Describe a un miembro de tu familia. ¿Qué hay en la foto?*</p>
May HT-End	<p>El mundo Hispano*: Learning about the following places in the Hispanic world: Texas, Madrid, Barcelona, Mexico City, Machu Picchu, El Caribe, Colombia, Venezuela and Guinea Ecuatorial. Comparing and contrasting cultures*</p> <p>Revision: last few weeks of the academic year will be spent doing revision and fun and creative independent projects (<i>international links</i>)*.</p> <p>Super curriculum: links to extra curricular activities for the summer holidays**.</p>	<p>Developing independent skills. Students will be encouraged to carry out an independent project about a place in the Hispanic world using the language and grammar skills developed during the year (teacher support and supervision when required)*</p>	<p><i>Presentation of their independent projects (if allowed, students could prepare projects in groups)</i></p>

*Differentiated approach.

*International links.

GD: global dimension

Assessment Scheme: end of unit assessment every half term (Reading, Listening, Writing and Speaking).

Step information: the majority of students start at Step 3 and work up to Step 4M/5M.