



Key Stage 4 Framework for Learning Year 9 2018-2019: Happy Foundations



Curriculum Area: **Spanish AQA**

TEXT BOOK: **AQA SPANISH FOUNDATION & HIGHER [O.U.P.]**

Year 9	Autumn 1 7 weeks THEME 1: Identity & culture Unit 1: Me, my family and friends. TEXTBOOK: AQA Spanish Foundation & Higher Textbook.	Autumn 2 8 weeks THEME 1: Identity and culture Unit 2: Free time activities. TEXTBOOK: AQA Spanish Foundation & Higher Textbook.	Spring 1 6 weeks THEME 1: Identity and culture Unit 4: Customs and festivals. TEXTBOOK: AQA Spanish Foundation & Higher Textbook.	Spring 2 5 weeks THEME 1: Identity and culture EXAM STRATEGY TEXTBOOK: AQA Spanish Foundation & Higher Textbook.	Summer 1 6 weeks THEME 1: Identity and culture Unit 3: Technology in everyday life. TEXTBOOK: AQA Spanish Foundation & Higher Textbook.	Summer 2 7 weeks THEME 2: Local, national, international and global areas of interests Unit 1: Home, Town, neighborhood and region. TEXTBOOK: AQA Spanish Foundation & Higher Textbook.
Syllabus	AQA Spanish GCSE (8698) The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers. Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where Spanish is spoken.	AQA Spanish GCSE (8698) The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers. Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where Spanish is spoken.	AQA Spanish GCSE (8698) The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers. Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where Spanish is spoken.	AQA Spanish GCSE (8698) The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers. Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where Spanish is spoken.	AQA Spanish GCSE (8698) The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers. Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where Spanish is spoken.	AQA Spanish GCSE (8698) The specification covers 3 distinct themes and topics within each theme. These themes and topics apply to four question papers. Students are expected to understand and provide information and opinion about these themes relating to their own experience and those of other people, including people in countries where Spanish is spoken.
Knowledge	Week 1 Green Route (MAPs) & Blue Route (HAPs) KS3 REVISION <ul style="list-style-type: none"> Nouns + articles Using SER, ESTAR, TENER Numbers, ages and times Week 2 Green Route (MAPs) & Blue Route (HAPs)	Week 1 Green Route (MAPs) & Blue Route (HAPs) ¿Qué te gusta hacer? Describing what you like and don't like doing Grammar: using gustar and encantar. Gustar + plural nouns Week 2 Green Route (MAPs) & Blue Route (HAPs) ¿Qué te gusta hacer en tu	Weeks 1 & 2 Green Route (MAPs) & Blue Route (HAPs) "Algunas costumbres regionales": learning about local customs Grammar: using ser and ir in the preterit and expressing actions and opinions. Using photocards and roleplays to practice.	Week 1 Green Route (MAPs) & Blue Route (HAPs) Exam strategy and speaking & writing improvement techniques. HOUR 1: how to approach the 90-word essay and understanding the bullet points	Week 1 Green Route (MAPs) & Blue Route (HAPs) "¿Cómo prefieres mantenerte en contacto? Giving opinions about online messaging Grammar: using the perfect of regular verbs. Había and era Weeks 2 & 3 Green Route (MAPs) "Comunicarse por internet"	Week 1 Green Route (MAPs) & Blue Route (HAPs) ¿ Podrías vivir sin el móvil y la tableta? Talking about mobile technology use and overuse. Grammar: using cuyo (whose). Further uses o+for and para. Weeks 2 & 3 PROGRESS TEST Speaking test.

ELE - 1 DAY

ELE - 3 DAYS



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KS3 revision: Days, months and dates

Week 3

Green Route (MAPs) & Blue Route (HAPs)
 “Hablando de los amigos”
 Talking about friends
 Grammar: learning about agreement and position of adjectives. Reflexive verbs.

Week 4

PREPARE REVISION HANDOUT FOR AUTUMN TERM PROGRESS TEST (LISTENING & WRITING)

Green Route (MAPs)
 ¿Cómo es tu familia?
 Talking about family members and describing people
 Grammar: using tener and ser in the present tense. Present tense of regular verb.

Blue Route (HAPs)
 “Relaciones con la familia”
 Describing family relationships
 Grammar: uses of ser and estar. Uses of que.

Week 5

Green Route (MAPs) & Blue Route (HAPs)
 “Hablando de parejas”
 Talking about a partner
 Grammar: using possessive adjectives. Subject pronouns. Using photo card as practice.

Week 6

Green Route (MAPs) & Blue Route (HAPs)
 “Las relaciones de hoy en día”
 Talking about relationships nowadays

tiempo libre?
 Talking about your free time
 Grammar: revising the regular present tense. Common irregular verbs in the present tense.

Week 3 & 4 PROGRESS TEST

Listening Comprehension test.
Writing test.
 + Corrections + PLC + Feedback loops.

Week 5

Green Route (MAPs) & Blue Route (HAPs)
 “Comer & beber”
 Buying food and drink. Grammar: Learning about radical changing verbs (e-ie). Pronouns after con.

Week 6

Green Route (MAP)
 “Vamos a comer fuera”
 Forming regular adverbs. Pronouns after para.

Blue Route (HAPs)

“Una cena especial”
 Talking about special occasion meals
 Grammar: revising the immediate future.

Week 7

Green Route (MAPs) & Blue Route (HAPs)
 “¿Haces deporte?”
 Talking about sport
 Grammar: using hacer and jugar in the present tense. Further uses of gustar.

¿Qué deporte harás?
 Extending what you can

Week 3

PREPARE REVISION HANDOUT FOR SPRING TERM PROGRESS TEST (READING & WRITING)

Green Route (MAPs) “La vida en familia”
 Learning about Spanish life and routine

Grammar: the regular preterit tense & reflexive verbs in the preterit tense.

Blue Route (HAPs) ¿Cambian las costumbres?
 Learning about Spanish customs
 Grammar: Types of verbs with spelling changes in the preterit.

Week 4

Green Route (MAPs): “Las fiestas de España”: *la Tomanina* talking about a Spanish festival
 Grammar: recognizing the perfect tense
Blue Route (HAPs): “Las fiestas de España: *las Fallas*”
 learning about Spanish culture
 Grammar: recognizing regular and irregular verbs in the imperfect

Week 5

Green Route (MAPs):
Blue Route (HAPs)

“Las fiestas del mundo Hispanico”: learning about Latin American Culture
 Grammar: present tense opinion and using creo que and pienso que

Week 6

Green Route (MAPs):
Blue Route (HAPs): “Las fiestas del mundo hispano”:

Hour 2: Speaking giving opinions in present, past and future tense.

Weeks 2 & 3 PROGRESS TEST

Reading Comprehension test.
 Writing test.
 + Corrections + PLC + Feedback loops.

Present, past & future conjugations.
 Regular and key irregular.

Week 4

Green Route (MAPs) & Blue Route (HAPs)

Los números y los euros

Understanding and listening for times and money

Week 5

Green Route (MAPs) & Blue Route (HAPs)
 FOCUS: General conversation

Answering all of Theme 1 questions

Saying how you keep in touch via the internet.
 Grammar: Making comparisons with más que and menos que. Questions words.

PREPARE REVISION HANDOUT FOR SUMMER TERM PROGRESS TEST (SPEAKING, READING & WRITING)

Blue Route (HAPs)

“Las redes sociales: ¿buenas o malas?”
 Talking about the good and the bad of social media.
 Grammar: using verbs with prepositions. The perfect tense of irregular verbs.

Week 4

Green Route (MAPs) & Blue Route (HAPs)
 “La tecnología portátil”
 Giving opinions about mobile technology
 Grammar: using estar and the present continuous tense. Formulating questions.

Week 5

Listening, Reading PROGRESS TEST PREPARATION & REVISION.
 Preparation and practice of answers for SPEAKING Test: IDENTITY & CULTURE questions.

Week 6

Green Route (MAPs) & Blue Route (HAPs)

“¡El móvil para todo!”
 Talking about using a mobile.
 Grammar: key opinions on tech.

Listening Comprehension test.
 Reading comprehension test.

Week 4

Green Route (MAPs) & Blue Route (HAPs)
 “¿Cómo es tu casa?”
 Saying what your house is like
 Grammar: using prepositions to say where things are. Further preposition.

Week 5

ELE

Week 6

Green Route (MAPs) & Blue Route (HAPs)
 “Mi ciudad”
 Talking about the amenities in your area.
 Grammar: using demonstrative adjectives and pronouns. Present tense and preterit tenses of ir and hacer.

Week 7

Green Route (MAPs) & Blue Route (HAPs)
 “Mi casa y mi barrio”
 Describing your house and where it is. Grammar: formulating more complex questions. More interrogative words and expressions. Using different vocabulary to express the same idea.



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	<p>Grammar: using irregular adjectives and adjectives of nationality.</p> <p>Week 7 Green Route (MAPs) & Blue Route (HAPs)</p> <p>“Planes para el future” Talking about the future. Grammar: the immediate future tense. Object pronouns.</p>	<p>say about sport Grammar: using the future tense. Irregulars hacer, haber, salir and tener.</p> <p>Week 8 Green Route (MAPs) & Blue Route (HAPs)</p> <p>“El deporte en el mundo” Talking about sport in the world. Grammar: recognizing irregular verbs in the future.</p>	<p>learning about Latin American Culture Grammar: preterit tense.</p>			
<p>Skills</p>	<p>GREEN ROUTES [MAPS] Grade 3-5</p> <p>MAIN FOCUS Listening Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, ore the present and the future spoken clearly. [3]</p> <p>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. [4]</p> <p>Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as</p>	<p>GREEN ROUTES [MAPS] Grade 3-5</p> <p>MAIN FOCUS Speaking Take part in short conversations on a familiar topic, informing and expressing opinions and giving reasons. Reference to the past or future as well as the present. [3]</p> <p>Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures [4]</p> <p>Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding. [5]</p>	<p>GREEN ROUTES [MAPS] Grade 3-5</p> <p>MAIN FOCUS Reading Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. [3]</p> <p>Demonstrate understanding o fa range of short and longer texts which include opinions and refer to the present, the past and the future. [4]</p> <p>Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures [5]</p> <p>BLUE ROUTES [HAPS] Grade 5-9;</p> <p>MAIN FOCUS Reading Skim a text to pinpoint answers.</p>	<p>GREEN ROUTES [MAPS] Grade 3-5</p> <p>MAIN FOCUS Writing Write short texts giving a and seeking information and opinions, referring to the past or future as well the present. [3]</p> <p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past and the future. [4]</p> <p>Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas. [5]</p> <p>BLUE ROUTES [HAPS] Grade 5-9;</p> <p>MAIN FOCUS Writing Have a wealth of interesting ideas, which are expressed accurately & succinctly [8] Use sophisticated vocabulary& write in different registers [8] Manipulate grammar & tenses</p>	<p>GREEN ROUTES [MAPS] Grade 3-5</p> <p>MAIN FOCUS Listening Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, ore the present and the future spoken clearly. [3]</p> <p>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. [4]</p> <p>Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures [5]</p>	<p>GREEN ROUTES [MAPS] Grade 3-5</p> <p>MAIN FOCUS Reading Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. [3]</p> <p>Demonstrate understanding o fa range of short and longer texts which include opinions and refer to the present, the past and the future. [4]</p> <p>Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures [5]</p> <p>BLUE ROUTES [HAPS] Grade 5-9;</p> <p>MAIN FOCUS Reading Skim a text to pinpoint</p>









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	<p>familiar, language and grammatical structures [5]</p> <p>BLUE ROUTES [HAPS] Grade 5-9;</p> <p>MAIN FOCUS Listening Understand long passages at normal speed. Work out meaning of new words from context. Cope with any topic even ones with which are not familiar topics. Have a broad vocabulary range and understand grammar very well. Pick out the main points and detailed information of long passages & give accurate answers. [7/8]</p>	<p>BLUE ROUTES [HAPS] Grade 5-9;</p> <p>MAIN FOCUS Speaking Speak effortlessly, use lots of complex vocab, advanced grammar & at least 5 tenses & I am always precise & fluent [8] Has excellent pronunciation [8] Use subordinate clauses [8] Express complex ideas and interesting opinions fluently & accurately [8] Take the initiative & speak spontaneously by asking unsolicited questions, responding to unexpected questions and points of view, & confidently with good pronunciation & a nice accent [7/8] Talk for a long time using a wide variety of grammar, vocabulary (including connectives) and at least 4 tenses correctly and not make many errors [8] Take the initiative & give lots of opinions & justifications [8]</p>	<p>Read quickly & only have to reread to pick up the finer details & nuances in a long, complex text. Understand very well any topic even difficult or unfamiliar ones Infer answers & work out meaning of new words in context Have an in-depth vocab & understand complex grammar & idioms. [7/8]</p>	<p>effortlessly & accurately [8] Use a wide range of tenses and structures accurately [8] Use varied & interesting vocabulary & well-structured [8] Express themselves well & justify my opinions accurately [8] Make very few errors but verbs are always correct [8]</p>	<p>BLUE ROUTES [HAPS] Grade 5-9; MAIN FOCUS Listening Understand long passages at normal speed. Work out meaning of new words from context. Cope with any topic even ones with which are not familiar topics. Have a broad vocabulary range and understand grammar very well. Pick out the main points and detailed information of long passages & give accurate answers. [7/8]</p>	<p>answers. Read quickly & only have to reread to pick up the finer details & nuances in a long, complex text. Understand very well any topic even difficult or unfamiliar ones Infer answers & work out meaning of new words in context Have an in-depth vocab & understand complex grammar & idioms*. [7/8]</p>
<p>Assessment</p>	<p>Marking point 1 GCSE STYLE Writing task: "Describe tu familia" 40 words</p>	<p>Marking point 1 GCSE STYLE Writing task: hobbies/ Leisure activities Translation into Spanish</p>	<p>Marking point 1 GCSE Grammar: IR + Ser in the preterit + Translation H: as above but with</p>	<p>Marking point 1 Progress test: listening & reading comprehension skills.</p>	<p>Marking point 1 GCSE GRAMMAR The Perfect Tense Practice Foundation or Higher</p>	<p>Marking points 1, 2, 3 - Listening Comprehension test.</p>



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	<p>Marking point 2 GCSE style Reading task: Friendships FOUNDATION: 2 tasks HIGHER: Looking for specific information</p> <p>Marking point 3 GCSE Listening task on physical descriptions find the 4 correct statements</p>	<p>Marking points 2 & 3 Reading & Listening comprehension Progress Test.</p>	<p>translations into Spanish</p> <p>Marking point 2 GCSE GRAMMAR Conjugation of key reflexive verbs in the preterit</p> <p>Marking point 3 GCSE Reading comprehension tasks: Focus: The imperfect tense F & H Finding Specific information in the imperfect tense.</p>	<p>Marking point 2 and 3: GCSE SPEAKING General conversation answers.</p>	<p>Marking point 2 GCSE STYLE Reading on Technology (past, present or Future)</p> <p>Marking point 3 GCSE Reading comprehension "los nuevos portátiles" Lifting answers in Spanish from the text.</p>	<p>Reading Comprehension test. GCSE general Conversation Speaking test.</p>
Cultural Enrichment	<p>READ La Cenicienta</p> <p>WATCH Carlitos</p> <p>VISIT Bar San Juan 56 Beech Rd, Manchester M21 9EG</p>	<p>READ Buenas Noches Luna</p> <p>WATCH La Casa Muda</p> <p>VISIT Home Cinema Manchester for new releases of Spanish Films.</p>	<p>READ Cali y Mona</p> <p>WATCH La Misma Luna</p> <p>VISIT Lunya barton arcade, Deansgate, Manchester M3 2BB</p>	<p>READ Chimoc en Machu Picchu</p> <p>WATCH The Ophanage</p> <p>VISIT Instituto Cervantes 26-330 Deansgate, Campfield Avenue Arcade, Manchester M3 4FN</p>	<p>READ Cuadros de Familia</p> <p>WATCH El Laberinto Del Fauno</p> <p>VISIT Ibérica Spinningfields 14-15, The Avenue Spinningfields, Hardman St, Manchester M3 3HF</p>	<p>READ La Cenicienta</p> <p>WATCH Carlitos</p> <p>VISIT Bar San Juan 56 Beech Rd, Manchester M21 9EG</p>
Character	 <p>QofS – Optimism Having and maintaining a positive outlook in the learning of a foreign language. Optimism in the positive of new (or newish) new learning experiences and opportunities to broaden their horizons in the short term and future life.</p> <p>CV – Democracy Rights and responsibility as learners of a foreign language: i.e. mutual respect/ rights to be</p>	 <p>QofS – Empathy Having and maintaining a positive outlook in the learning of a foreign language. Optimism in the positive of new (or newish) new learning experiences and opportunities to broaden their horizons in the short term and future life.</p> <p>CV – Democracy Rights and responsibility as learners of a foreign language: i.e. mutual respect/ rights to be</p>	 <p>QofS – Creativity & Motivation Curious to try sports/ games that are popular in Spain (e.g. handball) but not in the UK. Stimulation tasks may open desire to try new experiences.</p> <p>CV – Openness Open tools for students' collaboration in peer and self-assessment leading to better understanding of assessment criteria and independence.</p>	 <p>QofS – Responsibility & Reflection A responsible language learner will have studied vocabulary and structures in readiness for end of term exam. Reflecting on language acquisition by completing checklists to assess strengths and weaknesses.</p> <p>CV – Honesty & Social Responsibility In class understanding that it is a shared responsibility for the learning process to happen. Taking part in role plays in this</p>	 <p>QofS – Practice & Resiliency Persevering with the skill of asking questions / formulating questions which can be tricky. Developing the good habits to practise your newly learnt skills in class and at home.</p> <p>CV – Self-Help Getting into the good habits to look for answers in exercise books and dictionary when need be.</p> <p>Being resilient in preparing speaking answers (week 6) and practising them for speaking</p>	 <p>QofS – Motivation Talking about future studies will help students think about what they want to do in the future/ don't want to do; inspiring them</p> <p>CV – Self-Responsibility Students to understand the positives of taking responsibility for their own learning and impact of positive attitude will have in their future prospects.</p> <p>Motivated to achieve well in</p>



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	<p>listened/ heard</p> <p>Being optimistic when discussing intentions for the future (week 7)</p>	<p>listened/ heard</p> <p>Being Empathetic about the eating habits of other cultures (week 3-6)</p>	<p>Showing motivation in learning and creativity in using the preterit and imperfect tenses to describe festivals (week 2-6)</p>	<p>collaborating with each other to ensure progress.</p> <p>Being responsible for preparing for the writing progress test (week 2) and reflecting on the feedback given</p>	<p>exam in summer 2.</p>	<p>speaking assessment in week 2.</p>
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