New Line Learning Academy
Believe and Achieve

Spanish Curriculum Intent	Year 9

At New Line Learning we believe that language learning is about more than just words: learning a language should involve learning *about* language and languages, how they work and why they are used in certain ways across place and time. Language learning is also about culture and identity: it is a window out into other ways of seeing the world, and a window in to how we think and communicate.

For this reason students will develop all four language skills (listening, speaking, reading and writing) to communicate confidently and coherently in the target language, being able to convey what they want to say with increasing accuracy; however they will also develop their social, spiritual, moral and cultural understanding and solidify their commitment to the Fundamental British Values of mutual respect and tolerance. Alongside this, they will develop positive learning habits and employability skills that will equip them for future study and employment.

In this, their third, and final year of Key Stage Three Spanish, students will apply and develop the substantive and disciplinary knowledge gained in Years 7 and 8 to continue to expand their sphere of reference. Having previously focussed on the first person of the present, preterit and near future tenses for the purpose of describing and narrating, this year students expand into the third person to evaluate. Topics are future-focussed, including career ambitions, the future of children's rights and healthy lifestyle choices. By the end of the year, students will have laid solid foundations for future language learning, either in Spanish or another language.

Term 1 Topic/Theme/Enquiry	**What makes me, me?** **¿Quién soy?**

Big Picture
What are the main ideas and big questions in this topic?

Film genres and characteristics & Birthday celebrations
This topic introduces students to vocabulary for discussing films and birthday celebrations. Students develop the language needed to express opinions, describe preferences, and talk about celebrations and entertainment with increasing confidence in spoken and written Spanish.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary

- Talking about things you like
- Talking about your weekly routine
- Film genres and characteristics

- Birthday celebrations

Key grammar

- Using *gustar* with nouns in the present tense
- Using regular verbs in the present tense
- The verb *ir* in the present tense
- Using the near future tense

Key skills

- Understanding longer, spoken texts
- using the four Ws (where, who, what, when) when listening

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This unit builds on the vocabulary and grammar of giving opinions as developed throughout Years 7 and 8, whilst revisiting verb conjugation in the present and near future Unit 1 that was built in Year 8. The literacy and oracy skills required for accessing the authentic texts are supported by the foundation built in Literacy Lab and English lessons across Key Stage Three.

Pitch Up
How will we challenge ourselves?

Challenge in this unit comes from the proliferation of authentic source material in the target language, including film reviews, posters and timetables. Students will also be challenged to develop their higher level literacy and oracy skills, including taking notes, prediction, inference in the form of listening for clues and for indirect information, and reading for gist. Increasingly, students are also introduced to the nuances in use of the target language, including contrasting uses of the indefinite and definite articles in statements of fact and opinion, and the syntax of time phrases and adverbs of frequency.

Wider Framework
How does this learning connect to future topics and bigger goals?

Key stage 4: This module links to Theme 2 Topic 1 (Free time activities) and Theme 2 Topic 3 (Celebrity Culture) of the new GCSE curriculum and will be recalled and expanded upon in Year 10 Modules 1 and 2.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will benefit from an understanding of different film genres and the literary conventions of film reviews, knowledge that links to the English Language and Drama curricula. Whilst cultural capital of attending and discussing the cinema will enhance and facilitate discussions, it is not a pre-requisite, although most students will have completed a cultural study of a film in Years 7 and/or 8.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

New Line Learning Academy
Believe and Achieve

Exploring and expressing personal values helps students to develop their appreciation of the Fundamental British Values of Tolerance and Mutual Respect, together with their moral understanding, including empathy, and the social skills of communication and learning to manage conflicts and disagreements. The focus in this unit on authentic source material also builds cultural awareness of the diversity of cinematographic expression across the world and how that both represents and shapes culture in turn.

In terms of careers, this unit will be of particular interest to students considering pursuing Creative Media or Drama at Key Stage Four, as well as those with a potential careers interest in the dramatic arts, cinematography or the media. Activities in lessons will explore the different pathways towards these careers and current labour market information for these fields.

Students develop **Listening** and **Problem Solving** by using the four Ws, prediction, inference and note-taking to interpret longer authentic texts about films, routines and celebrations. **Speaking**, **Creativity** and **Teamwork** are strengthened through discussing and comparing preferences, while **Planning** and **Adapting** are developed as students organise their ideas, respond to different viewpoints and refine their communication.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
VIVA 3 textbook **Spanish cinema listings:** Peliculas online de Televisión Española en RTVE Play	Students will sit an end of module reading and listening, including a variety of questions as follows, to assess both the substantive and disciplinary knowledge developed in this and previous modules. Listening • multiple choice questions • gap-fill exercise • dictation • open answer questions • positive/negative/both questions Reading • reading comprehension (multiple choice, true false and open-answer questions) • gap-fill exercise (multiple-choice) • grammar exercise (multiple-choice gap fill)

New Line Learning Academy
Believe and Achieve

	• translation into English The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge, as well as progress made since reading and listening assessments that took place in Terms 1 and 4 of Year 8**.**

Term 2 Topic/Theme/Enquiry		***How can I lead a healthy lifestyle?*** ***¿Llevas una vida sana?***

Big Picture
What are the main ideas and big questions in this topic?

Active lifestyle & Ailments and injuries
This topic develops students' ability to communicate about health and wellbeing. Students learn to describe healthy lifestyles, discuss common ailments and injuries, and use appropriate language to talk about fitness, health, and everyday situations.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary
- Diet: food, drink, nutrition
- Active lifestyle: physical activity and fitness
- Daily routine
- Ailments and injuries, including body parts

Key grammar
- using negatives
- conjugating stem-changing verbs in the present tense
- reflexive verbs in the present tense
- using 'tener', 'estar' and 'doler' to describe illness
- *se debe/no se debe* + infinitive

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Believe and Achieve

Key skills

- creating complex sentences
- evaluating lifestyle choices
- preparing a presentation

Pre-Requisite Knowledge

What have we already learned that will help us with this topic?

This module's use of the vocabulary of food and diet builds on the Year 8 Module 4, while the use of reflexive verbs was first introduced in Year 8 Module 5. Some prior knowledge of sporting activities is here developed from the foundations laid in Year 7 Module 2. Other pre-requisite knowledge including telling the time (both in English and in Spanish as previously seen in Year 8 Module 5).

Pitch Up

How will we challenge ourselves?

This module challenges students to evaluate in the target language. Linguistically, they are challenged to use both one- and two-part negative structures with the correct syntax, to use a range of reflexive verbs (including stem-changing verbs) in the full paradigm, and to apply their knowledge of object pronouns to the new context of 'me/te duele(n)'. Cognitively, there are wider implications in terms of how the structures of language affect perception, including the change of agency from 'my head hurts' to 'me duele la cabeza' and the erasure of 'you' in impersonal structures such as 'se debe'. This will be further extended by an exploration of Spanish idioms and what they reveal about the Hispanic culture and psyche. In terms of literacy and oracy, students will be challenged to prepare and give presentations, making their sentences more interesting by varying their sentence starters and improving the flow through calculating the average sentence length.

Wider Framework

How does this learning connect to future topics and bigger goals?

This module links into Theme 2 Topic 1 (Free time activities) and Theme 1 Topic 2 (Healthy living and lifestyle) of the GCSE curriculum and will be recalled and expanded in Year 10 Module 2 and Year 11 Module 3.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students will benefit from a wider appreciation of international cuisines and nutrition, as developed through Key Stage Three study of Food and Cookery, Science and Healthy Living within PSHEE. Discuss of sport and fitness will build on this whilst also linking to the PE curriculum as well as students' wider understanding of physical health within the context of the school's personal development programme. There are opportunities here for a cross-over with Dance through the revision of the imperative through the teaching of a dance routine, for example, to give real-world contexts to the language being learned in the classroom, whilst sparking the interest of students who study both subjects.

New Line Learning Academy
Believe and Achieve

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This module provides a fantastic opportunity to make authentic connections with PE and Dance, building on the careers aspirations of many of our students. Lesson activities can include discussion of the importance of language learning to the international sporting job market, with the sharing of case studies, for example of footballers who have learned Spanish for the purpose of transfer and training abroad.

Any discussion of physical health also goes hand in hand with the promotion of mental health and wellbeing, as well as the development of social skills and understanding in terms of teamwork and communication.

Students use **Problem Solving** to evaluate lifestyle choices, interpret health information and select appropriate language for giving advice about diet, exercise and illness. Preparing and delivering presentations develops **Planning**, **Speaking** and **Leadership**, while collaborative activities build **Listening** and **Teamwork**; **Creativity** and **Adapting** are developed as students vary their language, respond to questions and improve their work following feedback.

Resources

What books, websites, videos and materials will support our learning?

VIVA 3 textbook
Ministerio de Sanidad
Hispanic Kids' Health - Hispanic Kids' Health

Assessment

How will we show what we know, remember and can apply?

Students will sit a written assessment testing their ability to encode information in the three time frames (present, past and future). This will include the following question types:

- description of the photo (10 marks)
- translation into Spanish (10 marks)
- gap-fill grammar task (5 marks)
- 90-word writing task (15 marks)

The writing assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as how much progress they have made since their last written assessment at the end of

New Line Learning Academy
Believe and Achieve

	Year 8 Module 3. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Terms 3 and 4 Topic/Theme/Enquiry		***What are my aspirations for the future?*** ***¿En qué te gustaría trabajar?***

Big Picture
What are the main ideas and big questions in this topic?

Job roles and responsibilities & Using *me gustaría* + infinitive
This topic introduces language for discussing different careers and workplace responsibilities while using *me gustaría* + infinitive to express future aspirations. Students build confidence in talking about jobs, ambitions, and what they would like to do in the future.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary
- job roles
- job tasks
- Daily work routines
- Job adverts and CVs
- aspirations and future plans

Key grammar
- Using *tener que* (to have to)
- Adjective agreement
- using *me gustaría* + infinitive
- using the preterite of regular verbs

Key skills
- using the present, preterite and future tenses together

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Pitch Up
How will we challenge ourselves?

New Line Learning Academy
Believe and Achieve

This module is heavily dependent on students being able to apply a range of pre-requisite knowledge to the new context. This includes the use of 'tener que + infinitive' and 'me gustaría + infinitive' from Year 8 Module 5; personal character descriptions from Year 7 Module 4; and the conjugation and use of the preterit tense from Year 8 Module 2. The module also pre-supposes some understanding of a range of different job roles and their requirements which will need to be pre-loaded to allow students to successfully meet task requirements.	Linguistic challenge in this module comes from the application of a range of pre-requisite knowledge to brand new contexts, including personal descriptions and a range of tenses and structures. Students are also challenged to unpick misconceptions around grammatical gender and the relating gender stereotypes as related to the world of work. In terms of literacy and oracy, students are challenged to make use of a range of translation tools and dictionaries, whilst being aware of their limitations and foibles, and to deploy the skills of skimming and scanning to authentic texts in the target language.

Wider Framework

How does this learning connect to future topics and bigger goals?

Key stage 4

This unit links into Theme 1 Topic 3 of the GCSE curriculum – Education and work - and will be recalled and expanded in Year 10 Module 5.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Students will benefit from an understanding of the job requirements and expectations of a range of different job roles, as linking to the Careers curriculum across Key Stage Three. Students may have real-world knowledge of some of the careers discussed through their work experience or through familial/social connections, but this is not a requirement.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

This module makes explicit links to and is an integral part of the Careers curriculum at Key Stage Three, exploring the nature and requirements of different jobs, employability skills and characteristics, and looking at job adverts. It also equips students with the language required to describe themselves in the target language for the purpose of job applications and interview.

Such discussion of careers also links to students' social and cultural awareness, as well as encouraging self-reflection and planning for the future as part of students' personal development.

Students develop **Planning** by exploring career pathways, interpreting job advertisements, preparing application-style responses and organising ideas about their future aspirations. **Problem Solving** is strengthened through selecting reliable information from authentic texts, dictionaries and translation tools, while **Listening**, **Speaking**, **Leadership** and **Teamwork** are developed through interviews, role-plays and discussion; students also use **Creativity** and **Adapting** to present their strengths effectively and respond appropriately to unfamiliar workplace scenarios.

New Line Learning Academy
Believe and Achieve

Resources *What books, websites, videos and materials will support our learning?*	Assessment *How will we show what we know, remember and can apply?*
VIVA 3 textbook Unifrog	Students will sit a speaking assessment. This will consist of a read-aloud and role-play that students will prepare under test conditions and complete with their class teacher. They will be assessed on their communication, as well as their pronunciation and intonation. The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as the progress they have made since their last speaking assessment at the end of Year 8. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Term 5 Topic/Theme/Enquiry	***How do children's rights vary across the Spanish-speaking world?*** ***¿Privados de derechos?***

Big Picture
What are the main ideas and big questions in this topic?

Children's rights & Environmental issues
This topic encourages students to explore important social and global issues through Spanish. Students develop the vocabulary and structures needed to discuss children's rights, environmental challenges, and ways to make a positive impact on the world around them.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Key vocabulary
- children's rights
- working conditions and routines
- FairTrade
- travel to and from school
- environmental issues

Key grammar
- Using the *he/she/it* form of verbs
- Using the verb *poder*

New Line Learning Academy
Believe and Achieve

- Using the comparative
- Using the *we* form of verbs

Key skills
- dictionary skills

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

In order to write and speak extensively in the third person (as well as the first person plural) students will need secure prior knowledge of verb conjugation in the present tense, as developed throughout Years 7 and 8. The use of 'poder' builds on the work completed in Year 8 Module 5, whilst the use of the comparative is built on the foundations of Year 8 Modules 1 (comparative) and 3 (superlative).

Pitch Up
How will we challenge ourselves?

In this module, students are challenged for the first time to speak and write primarily in the third person (singular and plural). They will also be using a range of more complex vocabulary to do with environmental issues and workers' rights which will also present a cognitive/cultural challenge.

Wider Framework
How does this learning connect to future topics and bigger goals?

This module links into Theme 1 Topic 3 (Education and work)
and Theme 3 Topic 3 (Environment and where people live) of the new GCSE curriculum and will be recalled and expanded in Year 10 Module 3, Year 10 Module 5, and Year 11 Module 1.

Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?

Students will benefit from an understanding of human rights, particularly the United Nations Convention on the Rights of the Child. This links to their Religious Studies at Key Stage Three, as well as to units on refugees covered within the English curriculum in Years 7 and 8. Environmental issues also relate to the Key Stage Three Geography and Science curricula, and will be mutually beneficial to students' understanding in this area.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

This module connects to important themes within the personal development curriculum, including charitable initiatives relating to human rights and the whole-school climate action plan. In so doing, it contributes to the students' social and moral development, whilst linking to moral considerations of sustainability and stewardship.

New Line Learning Academy
Believe and Achieve

This module will be of particular interest to students considering careers in law, social justice or advocacy, as well as sustainability and environmental sciences. Concrete examples of working conditions around the world can spark interesting discussion of considerations of work-life balance and workers rights that are particularly timely with the advent of hybrid, remote and flexible working.

Students apply **Problem Solving** when interpreting complex information about children's rights, working conditions, Fairtrade and environmental issues, and when using evidence to compare experiences across the Spanish-speaking world. **Listening**, **Speaking** and **Teamwork** are developed through discussion and debate, while **Creativity**, **Planning** and **Leadership** are fostered as students propose solutions, organise persuasive responses and consider how individuals and communities can create change; **Adapting** is developed as they reflect on different perspectives and revise their conclusions.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
VIVA 3 textbook Infancia | Naciones Unidas Curiosidades sobre la Convención de los Derechos de la Infancia - Camargo Educación	Students will sit a written assessment testing their ability to encode information in the three time frames (present, past and future). This will include the following question types: • description of the photo (10 marks) • translation into Spanish (10 marks) • gap-fill grammar task (5 marks) • 90-word writing task (15 marks) The writing assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work, as well as how much progress they have made since their last written assessment at the end of Module 2. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge.

Term 6 Topic/Theme/Enquiry		***What is there to explore in Madrid?*** ***¿Qué me recomiendas?***

Big Picture
What are the main ideas and big questions in this topic?

New Line Learning Academy
Believe and Achieve

Key vocabulary
- idiomatic expressions with 'tener'
- describing a day trip
- souvenirs, including transactional language for purchase

Key grammar
- using *hay que* + infinitive
- the superlative
- using the preterite of irregular verbs

Key skills
- using *tú* and *usted*
- using three tenses

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

In this module students will be challenged to understand and use a range of idiomatic expressions, including greeting and needs. Having been introduced to superlatives and transactional language in Year 8, this module extends this with more complex scenarios and authentic examples, providing both linguistic and social challenge. In terms of literacy and oracy, students are introduced here to repair strategies that will push them out of their comfort zone, and to harder, more extended texts that will require them to strategically select only essential vocabulary and approach a text step by step.
Exploration of the 'usted' form also presents an interesting challenge both linguistically, cognitively and culturally, representing as it does an understanding of social hierarchy that has no equivalent in English. Students will be encouraged to reflect on how this informs the manifestations of status and respect and affects social interactions and perceptions in Hispanic cultures.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This module builds on greetings first introduced in Year 7 Module 1, as well as demonstratives studied in Year 8 Module 5. Use of the superlative requires a secure understanding of both the comparative and superlative from Year 8 Modules 1 and 5 respectively, while the transactional language required for buying souvenirs builds directly on the restaurant vocabulary last seen in Year 8 Module 4.

Pitch Up
How will we challenge ourselves?

In this module students will be challenged to understand and use a range of idiomatic expressions, including greeting and needs. Having been introduced to superlatives and transactional language in Year 8, this module extends this with more complex scenarios and authentic examples, providing both linguistic and social challenge. In terms of literacy and oracy, students are introduced here to repair strategies that will push them out of their comfort zone, and to harder, more extended texts that will require them to

	strategically select only essential vocabulary and approach a text step by step. Exploration of the 'usted' form also presents an interesting challenge both linguistically, cognitively and culturally, representing as it does an understanding of social hierarchy that has no equivalent in English. Students will be encouraged to reflect on how this informs the manifestations of status and respect and affects social interactions and perceptions in Hispanic cultures.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
Key Stage 4: This unit links into Theme 3 Topic 1 of the new GCSE curriculum (Travel and tourism) and will be recalled and expanded in Year 10 Module 2.	Students will benefit from the cultural capital related to travel, and an awareness and experience of modes of travel, different types of accommodation, and typical holiday experiences. Whilst these experiences may not be shared by all, lessons will give attainable concrete examples to bridge the gap.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

Travel and tourism are key to the economy of Spain and other Hispanic countries, with many job opportunities available in the related industries. Lessons will include concrete examples of jobs available for linguists within the travel sector and pathways into these careers. Language acquired through exercises based in the souvenir shop will give students the opportunity to practice not only purchasing, but selling from the point of view of the service industry employee.

Exploration of the world around them also fosters students' sense of identity and belonging within global society, as well as encouraging cultural understanding and appreciation. Lessons will encourage the Fundamental British Values of Mutual Respect and Tolerance whilst exploring the diverse experiences available through travel, and our moral responsibilities as travellers to build positive intercultural links with people from other cultures. On the other hand, this opens up an important conversation about the moral responsibilities of environmental stewardship and the link between travel and climate change.

Students develop **Listening**, **Speaking** and **Problem Solving** through authentic travel and shopping scenarios in which they must identify essential information, use repair strategies and respond appropriately using formal and informal language. **Planning**, **Teamwork** and **Leadership** are strengthened through organising day trips

and transactional role-plays, while **Creativity** and **Adapting** are developed as students manage unexpected questions, overcome communication difficulties and sustain increasingly independent interactions.

	Resources *What books, websites, videos and materials will support our learning?*		**Assessment** *How will we show what we know, remember and can apply?*
	VIVA 3 textbook Visit Madrid		Students will sit an end of year reading and listening, including a variety of questions as follows, to assess both the substantive and disciplinary knowledge developed in this and previous modules. Listening • multiple choice questions • gap-fill exercise • dictation • open answer questions • positive/negative/both questions Reading • reading comprehension (multiple choice, true false and open-answer questions) • gap-fill exercise (multiple-choice) • grammar exercise (multiple-choice gap fill) • translation into English The assessment is followed by dedicated improvement and reflection time (DIRT) to allow students to reflect on what they were able to achieve and what they need to do to improve their work. Individual and whole-class feedback given to students and work given to students to address the gaps in their knowledge, as well as progress made since reading and listening assessments that took place in Term 1.