

Year 9 Topics:

In Year 9 we teach the following modules over the course of the year. Each module draws on prior learning from Year 7 and 8, and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<p>1. Relaciones</p> <p>RELATIONSHIPS</p> <p>Links to... Year 7, Unit 2, <i>Mi familia y amigos</i> topic.</p>	<p>We start with the topic of Relationships, as this builds upon language acquisition taught previously and will be the first subtopic of Theme 1 at GCSE.</p> <p>Students like to talk about themselves and their home life/background. This unit gives them the opportunity to do so in a second language.</p>	<p>Know a wide range of vocabulary to discuss who is in your family. Describe tu familia.</p>	<p>En mi familia tengo/ hay, el abuelo, el adolescente, anciano/a, el/la bebé, hermanastro/a, hijo/a único/a, los hijos, el hombre, el marido, la mujer, el padrastro, la madrastra, el miembro, el/la nieto/a, el/la niño/a, el/la novio/a, el compañero/a, la pareja, los parientes, el/la primo/a, el/la tío/a.</p>	<p>Students will develop a wide range of linguistic skills throughout this topic, with a particular focus of the present tense paradigms of <i>ser</i> & <i>estar</i>. All will be able to recognise the Present tense of these verbs & will be able to recognise the conditional tense. Some students will be able to apply the conditional in their speaking and writing.</p> <p>By the end of this unit, students will have developed literacy and oracy skills. They will be able to:</p> <ul style="list-style-type: none"> - Translate a challenging text on family. - Express and justify their opinions on family. - Write 60-90 words about your family. - Complete a GCSE speaking photocard. <p>There is the opportunity in this unit as an enrichment activity to research the Spanish Royal family and present their findings to the rest of the class.</p>
		<p>Elicit a range of adjectives to describe personality/appearance of family members and friends in order to talk about your positive/negative relationship with them. ¿Te llevas bien con tu familia y amigos/as?</p>	<p>Tener...años, llamarse, alegre, amable, amistoso/a, animado/a, antipático/a, cariñoso/a, comprensivo/a, débil, deportivo/a, egoísta, feliz, fuerte, formal, gracioso/a, guapo/a, hablador/a, honrado/a, joven, mayor, jubilado/a, loco/a, (in)maduro/a, (mal)educado/a, perezoso/a, rico/a, serio/a, simpático/a, travieso/a, triste, valiente, llevarse bien/mal con, molestar, cuidar, discutir, la disputa, echar de menos, fastidiar, la pelea, pelear(se), perdonar(se), reírse, el sentido del humor, el aspecto, la barba, el bigote, calvo, la cara, castaño/a, corto, las gafas, largo, liso, moreno/a, rubio/a, el ojo, el pelo, la oreja, las pecas, pelirrojo/a, rizado, (no) me cae bien.</p>	
		<p>Recognise and understand how to form verb paradigms of <i>ser</i> and <i>estar</i>, and use them accurately in a range of contexts. La gramática- Ser vs Estar</p>	<p>-Ser: soy, eres, es, somos, sois, son. -Estar: estoy, estas, está, estamos, estáis, están.</p>	
		<p>Elicit a range of opinion phrases and justification examples to discuss marriage. ¿Estás a favor o en contra del matrimonio?</p>	<p>El matrimonio, juntos, para siempre, a favor o en contra, las personas se casan, las discusiones, las razones, la iglesia, importante, la familia, esposo/a, la boda, el anillo, el amor, besar, el beso, el cariño, casado/a, separado/a, divorciado/a, comprender, la comprensión, conocer, el consejo, la edad, estar enamorado/a, enamorarse, la felicidad, juntos, la juventud, romper, el sentimiento, solo/a, soltero/a, sonreírse, tener ganas de.</p>	
		<p>Recognise and understand how to form verb paradigms and rules of the present tense El Presente</p>	<p>-ar, -er, -ir, regular, irregular, stem, infinitive, endings, conjugate: -AR: -o, -as, -a, -amos, -áis, -an. -ER: -o, -es, -e, -emos, -éis, -en. -IR: -o, -es, -e, -imos, -ís, -en.</p>	
		<p>-Recognise and understand how to form verb paradigms and rules of the conditional tense. -Describe your ideal partner. El Condicional</p>	<p>Regular, irregular, stem, infinitive, endings: -ía, -ías, -ía, -íamos, -íais, ían. -Sería, tendría.</p>	

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<p>2. Ocio e intereses</p> <p>LEISURE AND INTERESTS</p> <p>Links to... Year 7, Unit 3, <i>Mis pasatiempos</i> topic.</p>	<p>This unit builds upon progress made in the previous unit. However, students are now expected to recognise and form a wider range of verbs in the preterite and the immediate future tenses.</p> <p>Students have a strong interest in technology and social media as well as leisure activities. This is a key opportunity to learn about it in Spanish, simultaneously discussing the interests of Hispanic teenagers, as well as current global/social advantages and disadvantages that arise from the internet etc. e.g. global communication, business support, entertainment and education, bullying, identity theft etc.</p>	<p>-Recognise a range of technological devices and free time activities (music, films, sports, TV shows, etc.)</p> <p>-Identify and know how to use the present tense accurately.</p> <p>¿Qué haces con tu móvil? ¿Qué haces con tu ordenador?</p> <p>¿Qué haces en tu tiempo libre con tu familia y amigos?</p> <p>Elicit a range of infinitives and present tense verbs linked to social media and free time activities.</p> <p>Know a range of complex opinion phrases.</p> <p>¿Cuál es tu red social/ actividad de tiempo libre favorita?</p> <p>Recognise and be able to use a range of comparative statements to give opinions</p> <p>Los comparativos, ¿Qué piensas de las redes sociales diferentes?</p> <p>Recognise and understand how to form verb paradigms and rules of the immediate future tense</p> <p>El Futuro inmediato</p> <p>Recognise and be able to use the Preterite tense</p> <p>El Pretérito</p> <p>The advantages and disadvantages of the internet</p> <p>¿Para qué usas el Internet y por qué?</p> <p>¿Cuáles son las ventajas y las desventajas del internet?</p>	<p>-Un portátil, un móvil, la televisión, los sitios de redes sociales, un ordenador, una tableta, un Ipad, un reproductor de MP3, series/películas de acción/comedia/románticas/de terror, el telediario, las noticias, el tiempo, los concursos, jugar al fútbol/baloncesto/tenis, tocar la guitarra/ la flauta/ el piano, practicar natación/equitación, escuchar música clásica/pop, ópera, rap, trap, restaurante español/italiano/indio/asiático.</p> <p>Las redes sociales, usar, uso, pienso que, creo que, en mi opinión, nunca, a menudo, siempre, a veces, navego por internet, escucho música, mando mensajes, saco fotos, cuelgo a Facebook o Instagram, descargo melodías, hago mis deberes, los riesgos, leer, navegar, comprar, hacer, jugar, mandar, chateo con mis amigos, descargo música/ melodías/ aplicaciones, hablo por Skype, saco fotos, veo vídeos, salgo con mis amigos, voy a un restaurante, juego al fútbol, practico deportes, vamos de compras, vemos películas en el cine, uso Twitter.</p> <p>Más, menos, que, tan, como, en mi opinión, para mí, diría que, ya que, porque, dado que, me chifla, creo que, pienso que, desde mi punto de vista, supongo que, me parece(n) que, importante, educativo, peligroso, divertido, útil, entretenido</p> <p>regular, irregular, stem, infinitive, endings, ir (to go) in present tense (voy, vas, va, vamos, vais, van) + a+ infinitivo</p> <p>Infinitive, ending, stem (-é, -aste, -ó, -amos, -asteis, -aron; -í, -iste, -ió, -imos, -isteis, -ieron), fui, jugué, descansé, vi, escuché, ayer, la semana pasada, en el pasado, el fin de semana pasado.</p> <p>Las ventajas de utilizarlo, desventajas, positivo, negativo, los efectos, mantenerse en contacto, pérdida de tiempo, correo basura, los timos, la gente, usar, descargar, mandar, todo el mundo, la intimidación, no hay privacidad, hay que tener, comprar, fácil, se puede, dice que, por otro lado, sin embargo, a la vez, los riesgos, puede ser, pueden ser.</p>	<p>Students will develop a wide range of linguistic skills throughout this topic, with a particular focus on the preterite (past) tense to talk about how they used technology previously, and the immediate future tense to discuss their plans with family and friends. All students will be able to recognise these verbs and conjugate them in the 1st person and some will be able to use the 3rd person in speaking and writing. By the end of this unit, students will have developed literacy and oracy skills. They will be able to:</p> <ul style="list-style-type: none"> - Express and justify their opinions on technology/social media and what they like to do in their free time. - Explain the advantages and disadvantages (dangers) of the internet. - Perform a GCSE role play conversation. <p>There is the opportunity in this unit as an enrichment activity to research a hispanic celebrity/ trendy leisure activities amongst young people in the Hispanic world and present their findings to the rest of the class.</p>

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3. La vida sana HEALTHY LIVING Links to... Year 8, Unit 1, <i>Nuestra Dieta Sana y Salud</i> topic.	Most students should be able to use 3 to-4 x tenses in this unit and all students should be able to recognise three tenses eg. present, preterite, the immediate future and/or the conditional.	Identify and subsequently write about what makes a healthy diet and lifestyle	(No) se debe, mucho/a/s, poco/a/s, demasiado/a/s, trato de + infinitivo, importante, esencial, trato de evitar, mejorar, vida, dieta, salud.	In preparation for Year 10 and the GCSE course, all students will now practice using 3-4 tenses regularly each lesson: preterite/imperfect (<i>fumé una vez en el parque, solía comer comida basura</i>), conditional (<i>me gustaría comer más verduras</i>), presente (<i>estoy enfermo/a de la barriga y necesito ir al médico</i>) and future (<i>creo que tendré una vida más sana</i>). All students will also be using their four core skills to interpret work, such as GCSE translation tasks, which discuss first person, third person and third person plural (yo, él, ella, ellos, ellas). Some students will also produce work in which they apply their understanding of how to talk/write accurately using a range of pronouns and verb forms. By the end of this unit, students will have developed literacy & oracy skills. They will be able to: <ul style="list-style-type: none"> - Complete a range of general conversation questions suited to the GCSE speaking examination - Give and justify detailed opinions on what they'd like to change about their habits in the future/ if they'd like to start a new healthy hobby. This will be done both orally and in written work. There is the opportunity in this unit as an enrichment activity to perform a role-play about a visit to the doctor's.
	This is a very relevant and engaging topic where students have the opportunity to discuss how they can strive for a healthier lifestyle. Furthermore, this is a topic covered in the GCSE course; therefore, it exposes students early to key language that they will need in Years 10 and 11.	Be able to say which injuries and pain you might be feeling.	Mano, la cabeza, la espalda, el dedo, el cuerpo, la pierna, el pie, la rodilla, el codo, el cuello, los ojos, los oídos, dolor, el estómago, me/te/le duele(n), problemas de salud.	
		Understand how the imperative works in order to give certain instructions to combat illnesses	Las enfermedades, tengo, tos, gripe, vómito, quemadura, pierna rota, cansado/a, mareado/a, un virus, urgentemente, necesito.	

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<p>4. El colegio y los empleos</p> <p>SCHOOL AND FUTURE EMPLOYMENT</p> <p>Links to... Year 7, Unit 5, <i>Mi Insti</i> topic.</p>	<p>Most students should be able to use 3 to-4 x tenses in this unit and all students should be able to recognise three tenses eg. present, preterite, the immediate future and/or the conditional.</p> <p>This is a very relevant and engaging topic where students have the opportunity to discuss and consider their upcoming GCSE options. Furthermore, this is a topic covered in the GCSE course; therefore, it exposes students early to key language that they will need in Years 10 and 11.</p>	<p>Understand how to express opinions on school subjects</p> <p>El año que viene...</p> <p>Las asignaturas</p>	<p>El inglés, el francés, el dibujo, la historia, la geografía, las matemáticas, las lenguas/ los idiomas, el español, las ciencias, la tecnología, la cocina, desde mi punto de vista, creo que, parece que, me interesa, me molesta, interesante, útil, estudio, me gustaría.</p>	<p>In preparation for Year 10 and the GCSE course, all students will now practice using 3-4 tenses regularly each lesson: preterite/imperfect (<i>estudí historia, mi colegio era grande</i>), conditional (<i>me gustaría estudiar</i>), presente (<i>estudio el inglés y el dibujo porque soy muy creativos</i>) and future (<i>voy a ir a la universidad en septiembre</i>).</p> <p>All students will also be using their four core skills to interpret work, such as GCSE translation tasks, which discuss first person, third person and third person plural (yo, él, ella, ellos, ellas). Some students will also produce work in which they apply their understanding of how to talk/write accurately using a range of pronouns and verb forms.</p> <p>By the end of this unit, students will have developed literacy & oracy skills. They will be able to:</p> <ul style="list-style-type: none"> - Complete a range of general conversation questions suited to the GCSE speaking examination - Give and justify detailed opinions on what they'd like to study in the future/if they'd like to go to university/what jobs they'd like to do and say why. This will be done both orally and in written work. <p>There is the opportunity in this unit as an enrichment activity to research post-16 career choices in the Hispanic world and present their findings to the rest of the class.</p>
		<p>Know how to recycle the comparative structure to compare and contrast subjects</p> <p>Los comparativos</p>	<p>Lo más/ menos importante, que, tan... como, la asignatura más práctica/interesante/importante/fácil, pienso que, me parece que, diría que, ya que, dado que, porque, pero, por otro lado, a veces.</p>	
		<p>Use the rules for telling time in Spanish, know how to write about timetables</p> <p>El Día del Instituto</p>	<p>La hora, a las doce, a la una, el recreo, la hora de comer, el patio, la cafetería, las aulas, los pasillos, el campo de deportes, la sala, empezar, terminar, lunes, martes, miércoles, jueves, viernes, los fines de semana, hay, antes, después.</p>	
		<p>Know a wide range of vocabulary to describe what you wear for school</p> <p>El Uniforme</p>	<p>Llevo, una falda, una chaqueta, una camisa, una camiseta, unos pantalones, unas botas, unas medias, un vestido, una gorra, negro, blanco, rojo, uniforme, necesario, obligatorio, las reglas, importante, respeto, diría que, parece que, comfortable, odio, feo, moderno, de moda.</p>	
		<p>Know a range of vocabulary to discuss jobs & career prospects of yourself/others</p> <p>Los empleos, los lugares de trabajo</p>	<p>Trabajo, bachillerato, ciclo formativo, en, soy, me gustaría, ser, recepcionista, actor/actriz, profesor/a, camarero/a, dentista, cantante, peluquero/a, futbolista, médico/a, cocinero/a, jardinero/a, enfermero/a, mecánico/a, policía, bombero/a, colegio, restaurante, mal pagado, peligroso, cansado, pesado, gratificante.</p>	
<p>Elicit how to apply the immediate future tense</p> <p>¿Qué te gustaría hacer en el futuro?</p>	<p>Ir, voy, a + infinitivo, voy a trabajar, me gustaría trabajar como, me gustaría ser, quiero + infinitivo, tengo la intención de + infinitivo.</p>			

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<p>5. Mejorando mi región</p> <p>IMPROVING MY REGION</p> <p>Links to... -Year 7, Unit 4, <i>Mi Casa</i> topic. -Year 8, Unit 2, <i>Nuestro Pueblo y Región</i> topic. -Year 8, Units 4 and 5, <i>Nuestras Vacaciones</i> and <i>Nuestro Viaje Escolar</i> topics.</p>	<p>This unit builds upon progress made throughout the year whilst further developing students' use of the imperfect and the conditional tenses, in both positive and negative constructions. Furthermore, this is one of the more complex/challenging topics covered in the GCSE course; therefore, it exposes students early on to key, more advanced language.</p> <p>It also enables us to discuss the current global/social issues around the world (poverty, floods, pollution etc.), drawing on cross-curricular links that students might learn about in Geography or Citizenship.</p>	<p>Know a wide range of vocabulary regarding countries/continents</p> <p>¿De dónde eres y cuál es tu nacionalidad?</p>	<p>El país, Inglaterra, Gales, Escocia, Los Estados Unidos, Grecia, Irlanda, Polonia, Italia, España, Francia, el mundo, vivir, vivo, vivimos, viven, me gustaría vivir, soy, soy de, norte, este, oeste, sur, noreste, sudeste, noroeste, sudoeste, el centro de la ciudad, las afueras, ¿de dónde eres?, ¿dónde vives?.</p>	<p>Students will develop a wide range of linguistic skills throughout this topic, with a particular focus on using the present, imperfect and conditional tenses. All students will be able to recognise the imperfect and conditional tenses and will be able to conjugate the verbs in the 1st person and some will be able to use the 3rd person in speaking and writing.</p> <p>By the end of this unit, students will have developed literacy and oracy skills. They will be able to:</p> <ul style="list-style-type: none"> - Translate sentences from Spanish into English and English into Spanish. - Express and justify opinions using 2-3 tenses about their town and their ideal town- where they'd like to live in future. - Begin to debate which global issues are more concerning and why (<i>lo que me preocupa más es el tráfico porque causa mucho ruido y contaminación en mi pueblo todos los días</i>). - Write in depth (90 words+) in line with the GCSE specification about local area, problems and solutions. <p>There is the opportunity in this unit as an enrichment activity to research the top 4 social and environmental issues in Latin America and suggest solutions to solve them.</p>
		<p>Know and elicit different types of locations to specify where you live and what you can('t) do there.</p> <p>¿Dónde vives y qué se puede hacer?</p>	<p>La costa, la ciudad, las montañas, el campo, el centro, en las afueras, la playa, en una urbanización, mi pueblo, una casa adosada, un piso, la cocina, el salón, mi habitación, mi ciudad, cerca de, lejos de, vivo, no vivo, en un piso, una granja, vive, vivimos, viven, aquí, allí, nació en, parece que, para mí, diría que, me da igual, lo me gusta más, prefiero.</p>	
		<p>-Describe your region in the past</p> <p>-Explain what your ideal town would be like</p> <p>¿Cómo era tu región en el pasado?</p> <p>¿Cómo sería tu pueblo ideal y por qué?</p>	<p>Mi región, era, tenía, había, sería, habría, (no) tendría, un centro comercial, espacios verdes, un cine, el transporte público, los colegios, los museos, menos contaminación, lo bueno es que, los habitantes, animado, limpio, divertido, grande, tranquilo, pienso que, creo que, sin embargo, por lo tanto, la carnicería, el estanco, la joyería, la juguetería, la librería, el mercado, los grandes almacenes, la panadería, la papelería, la pastelería, la pescadería, la tienda de comestibles, la zapatería.</p>	
		<p>Identify and participate in discussion of social and environmental problems</p> <p>Asuntos sociales y el medio ambiente</p>	<p>Las inundaciones, las sequías, el problema, lo más grave, la basura, el ruido, los espacios verdes, tráfico, la indigencia, los pobres, ayudar, las drogas, el transporte público, deberíamos, consumir, más, menos, energía, las luces, el medioambiente, diría que, pienso que, creo que, por otro lado, por lo tanto, sin embargo, aunque, tan...como.</p>	
		<p>Elicit a range of solutions to environmental problems</p> <p>Los problemas y las soluciones</p>	<p>Diría, se podría, se debe reciclar, se debe usar menos el coche, se debe apagar la luz cuando sales de la habitación, hay que ducharse en vez de bañarse.</p>	

