



# Spanish

## Key Stage 4 Framework for Learning

### Year 9 2017-2018: Happy Foundations

**Syllabus:**

AQA Spanish GCSE (8698)

## Autumn 1

**Knowledge**

**Week 1**

KS3 REVISION

- Nouns + articles
- Using SER, ESTAR, TENER
- Numbers, ages and times

**Week 2**

- KS3 revision: Days, months and dates

**Green Route (MAPs) & Blue Route (HAPs)**

“Hablando de los amigos” Talking about friends

Grammar: learning about agreement and position of adjectives. Reflexive verbs.

**Weeks 3 & 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.

**Weeks 5 & 6**

**Green Route (MAPs)**

“Hablando de parejas”

Talking about a partner

Grammar: using possessive adjectives. Subject pronouns.

**Blue Route (HAPs)**

“Las relaciones de hoy en día”

Talking about relationships nowadays

Grammar: using irregular adjectives and adjectives of nationality.

**Week 7**

**Green Route (MAPs) & Blue Route (HAPs)**

“Planes para el future”

Talking about the future.

Grammar: the immediate future tense. Object pronouns.

**Skills**

**GREEN ROUTES [MAPs]**


**Grade 3-5**

**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. [D]

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. [C]



	<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 [B]</p> <p><b>BLUE ROUTES [HAPS]</b> <b>Grade 5-9; B –A*</b></p> <p><b>Listening</b> 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 &amp; give accurate answers.</p>
<b>Assessment</b>	<p><b>Marking point 1</b> <i>Writing task:</i> “Describe tu familia” <b>Slide 57</b></p> <p><b>Marking point 2</b> <i>Reading task: Friendships</i> FOUNDATION: 2 tasks HIGHER: 4 tasks</p> <p><b>Marking point 3</b> <i>Listening task on physical descriptions</i> <b>Slide 14</b></p>
<b>Cultural enrichment</b>	Marriage and divorce statistics in Spain compared to the UK.
<b>Character</b>	 <p><b>QofS – Optimism</b> 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 listened/ heard.</p>


## Autumn 2

<b>Knowledge</b>	<p><b>Week 1</b> <b>Green Route (MAPs)</b> &amp; <b>Blue Route (HAPs)</b> ¿Qué te gusta hacer? Describing what you like and don't like doing Grammar: using gustar and encantar. Gustar + plural nouns</p> <p><b>Week 2</b> <b>Green Route (MAPs)</b> &amp; <b>Blue Route (HAPs)</b> ¿Qué te gusta hacer en tu tiempo libre? Talking about your free time Grammar: revising the regular present tense. Common irregular verbs in the present tense.</p> <p><b>Week 3 &amp; 4</b> <b>PROGRESS TEST</b> <b>Listening Comprehension test.</b> <b>Writing test.</b> + Corrections + PLC + Feedback loops.</p>
------------------	---



	<p><b>Blue Route (HAPs)</b>  "Hablando del tiempo libre y de los planes"  Talking about your free time and plans for the weekend</p> <p><b>Week 4 Exams:</b>  <b>Reading &amp; writing skills.</b></p> <p><b>Week 5</b> <b>Green Route (MAPs)</b> "Comer &amp; beber" Buying food and drink. Grammar: Learning about radical changing verbs (e-ie). Pronouns after con.</p> <p><b>Week 6</b> <b>Green Route (MAP)</b> &amp; <b>Blue Route (HAPs)</b> "Vamos a comer fuera" Forming regular adverbs. Pronouns after para.</p> <p><b>Blue Route (HAPs)</b>  "Una cena especial"  Talking about special occasion meals  Grammar: revising the immediate future.</p> <p><b>Week 7</b>  <b>Green Route (MAPs)</b>  <b>Blue Route (HAPs)</b>  "¿Haces deporte?"  Talking about sport  Grammar: using hacer and jugar in the present tense. Further uses of gustar.</p> <p>¿Qué deporte harás?  Extending what you can say about sport  Grammar: using the future tense. Irregulars hacer, haber, salir and tener.</p> <p><b>Week 8</b>  <b>Blue Route (HAPs)</b>  "El deporte en el mundo"  Talking about sport in the world.  Grammar: recognising irregular verbs in the future.</p>
Skills	<p><b>GREEN ROUTES [MAPS]</b>  <b>Grade 3-5</b></p> <p><b>Writing</b>  Write short texts giving and seeking information and opinions, referring to the past or future as well the present. [D]</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. [C]  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. [B]</p> <p><b>BLUE ROUTES [HAPS]</b>  <b>Grade 5-9; B –A*</b></p> <p><b>Writing</b>  Have a wealth of interesting ideas, which are expressed accurately &amp; succinctly [A*]  Use sophisticated vocabulary &amp; write in different registers [A*]  Manipulate grammar &amp; tenses effortlessly &amp; accurately [A*]  Use a wide range of tenses and structures accurately [A]  Use varied &amp; interesting vocabulary &amp; well- structured [A]  Express themselves well &amp; justify my opinions accurately [A]  Make very few errors but verbs are always correct [A]</p>
Assessment	<p><b>Marking point 1</b>  Writing task: hobbies/ Leisure activities</p> <p><b>Marking points 2 &amp; 3</b>  Reading &amp; Listening comprehension Progress Test.</p>
Cultural enrichment	<p>Spain's national sport: football and Spanish only sports.</p> <p><b>Week 7</b>  <b>After school film club</b> "Go"l (2005) Danny Cannon with accompanying worksheet.</p>




Character	 <p><b>QofS – Optimism</b> 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 listened/ heard.</p>
-----------	--

**Spring 1**



Knowledge	<p><b>Weeks 1 &amp; 2</b></p> <p><b>Green Route (MAPs) &amp; Blue Route (HAPs)</b></p> <p>“Algunas costumbres regionales”: learning about local customs</p> <p>Grammar: using ser and ir in the preterite and expressing actions and opinions.</p> <p><b>Weeks 3 &amp; 4</b></p> <p><a href="#">PREPARE REVISION HANDOUT FOR SPRING TERM PROGRESS TEST (READING &amp; WRITING)</a></p> <p><b>Green Route (MAPs)</b></p> <p>“La vida en familia” Learning about Spanish life and routine</p> <p>Grammar: the regular preterite tense &amp; reflexive verbs in the preterite tense.</p> <p><b>Blue Route (HAPs)</b></p> <p>¿Cambian las costumbres?</p> <p>Learning about Spanish customs Grammar: Types of verbs with spelling changes in the preterite.</p> <p><b>Week 4</b></p> <p><b>Green Route (MAPs):</b></p> <p>“Las fiestas de España”: <i>la Tomanina</i> talking about a Spanish festival</p> <p>Grammar: recognizing the perfect tense</p> <p><b>Blue Route (HAPs):</b></p> <p>”Las fiestas de España: <i>las Fallas</i> learning about Spanish culture</p> <p>Grammar: recognizing regular and irregular verbs in the imperfect</p> <p><b>Week 5</b></p> <p><b>Green Route (MAPs):</b> “Las fiestas del mundo hispano”: learning about Latin American culture Grammar:</p> <p><b>Blue Route (HAPs):</b> “Las fiestas del mundo hispano” : learning about Latin American culture Grammar:</p>
-----------	---

Skills	<p><b>GREEN ROUTES (MAPS)</b> <b>Grade 3-5</b></p> <p><b>Reading</b> 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. [D]</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. [C]</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 [B]</p>
--------	---



	<p><b>BLUE ROUTES [HAPS]</b> <b>Grade 5-9; B –A*</b></p> <p><b>Reading</b> Skim a text to pinpoint answers. Read quickly &amp; only have to reread to pick up the finer details &amp; nuances in a long, complex text. Understand very well any topic even difficult or unfamiliar ones Infer answers &amp; work out meaning of new words in context Have an in-depth vocab &amp; understand complex grammar &amp; idioms.</p>
Assessment	<p><b>Marking point 1</b> <i>Grammar: IR + Ser in the preterite</i> <i>+ Translation</i> <i>H: as above but with translations into Spanish</i></p> <p><b>Marking point 2</b> <i>Conjugation of key reflexive verbs in the preterite</i> <b>Slide 22</b></p> <p><b>Marking point 3</b> <i>Reading comprehension tasks:</i> <i>Focus: The imperfect tense</i> <i>F &amp; H</i></p>
Cultural enrichment	Customs and festivals of Spanish speaking countries.
Character	 <p><b>QofS – Creativity &amp; Motivation</b> Curious to try sports/ games that are popular in France (eg 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>
<b>Spring 2</b>	
Knowledge	<p><b>Week 1</b> Exam strategy and speaking &amp; writing improvement techniques. HOUR 1: Speaking and writing. Adverbs of frequency; using quantifiers; giving opinions in present, past and future tense. HOUR 2: Listening &amp; reading: Understanding positive and negative opinions. Recognising false friends. Paraphrasing skill with synonyms and antonyms.</p> <p><b>Weeks 2 &amp; 3</b> <b>PROGRESS TEST</b> <b>Reading Comprehension test.</b> <b>Writing test.</b> + Corrections + PLC + Feedback loops.</p> <p>Present, past &amp; future conjugations. Regular and key irregular.</p> <p><b>Week 4 &amp; 5</b> <b>FOCUS: General conversation</b> 1) Answering questions for Topic 1 (me, my family &amp; friends. 2) Free time activities.</p>
Skills	<p><b>GREEN ROUTES [MAPS]</b> <b>Grade 3-5</b></p> <p><b>Speaking</b></p>





	<p>Take part in short conversations on a familiar topic informing and expressing opinions and giving reasons. Reference to the past <u>or</u> future as well as the present. [D]</p> <p>Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past <u>and</u> the future. Use a range of common vocabulary and grammatical structures [C]</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. [B]</p> <p><b>BLUE ROUTES [HAPS]</b> <b>Grade 5-9; B –A*</b></p> <p><b>Speaking</b> Speak effortlessly, use lots of complex vocab, advanced grammar &amp; at least 5 tenses &amp; I am always precise &amp; fluent [A*] Has excellent pronunciation [A*] Use subordinate clauses [A*] Express complex ideas and interesting opinions fluently &amp; accurately [A*] Take the initiative &amp; speak spontaneously by asking unsolicited questions, responding to unexpected questions and points of view, &amp; confidently with good pronunciation &amp; a nice accent [A*/A] 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 [A] Take the initiative &amp; give lots of opinions &amp; justifications [A]</p>
<b>Assessment</b>	<p><b>Marking point 1 &amp; 2</b> <b>Progress test: listening &amp; reading comprehension skills.</b></p>
<b>Cultural enrichment</b>	<p>Spanish TV and Film, well known Spanish speaking actors and directors.</p>
<b>Character</b>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>QoS – Responsibility &amp; Reflection</b> 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 &amp; Social Responsibility In class understanding that it is a shared responsibility for the learning process to happen. Taking part in role plays in thus collaborating with each other to ensure progress.</p>
<b>Summer 1</b>	
<b>Knowledge</b>	<p><b>Week 1</b> <b>Green Route (MAPs)</b> &amp; <b>Blue Route (HAPS)</b> "¿Cómo prefieres mantenerte en contacto?" Giving opinions about online messaging</p> <p>Grammar: using the perfect of regular verbs. Había and era</p> <p><b>Weeks 2 &amp; 3</b> <b>Green Route (MAPs)</b> "Comunicarse por internet" Saying how you keep in touch via the internet. Grammar: Making comparisons with más que and menos que. Questions words.</p> <p><b>PREPARE REVISION HANDOUT FOR SUMMER TERM PROGRESS TEST (SPEAKING, READING &amp; WRITING)</b></p> <p><b>Blue Route (HAPS)</b> "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.</p>



	<p><b>Week 4</b>  <b>Green Route (MAPs)</b> &amp;  <b>Blue Route (HAPs)</b>          "La tecnología portátil"          Giving opinions about mobile technology          Grammar: using estar and the present continuous tense. Formulating questions.</p> <p><b>Week 5 + 6 = 2 ½ HOURS</b>          Listening, Reading PROGRESS TEST PREPARATION &amp; REVISION.          Preparation and practice of answers for SPEAKING Test: IDENTITY &amp; CULTURE questions.</p> <p><b>6 &amp; 1<sup>st</sup> week of SUMMER 2</b>  <b>Green Route (MAPs)</b>          "¡El móvil para todo!"          Talking about using a mobile.          Grammar:  <b>Blue Route (HAPs)</b>          ¿Podrías vivir sin el móvil y la tableta?          Talking about mobile technology use and overuse.          Grammar: using cuyo (whose). Further uses o+f por and para.</p>
<p><b>Skills</b></p>	<p><b>GREEN ROUTES [MAPS]</b>  <b>Grade 3-5</b></p> <p><b>Listening</b>          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. [D]</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. [C]</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 [B]</p> <p><b>BLUE ROUTES [HAPS]</b>  <b>Grade 5-9; B –A*</b></p> <p><b>Listening</b>          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 &amp; give accurate answers.</p>
<p><b>Assessment</b></p>	<p><b>Marking point 1</b>  <i>The Perfect Tense Practice</i>  <i>Foundation or Higher</i></p> <p><b>Marking point 2</b>  <i>Reading on Technology</i>  <u>Slide 57 &amp; 58</u></p> <p><b>Marking point 3</b>  <i>Reading comprehension</i>  <i>"los nuevos portátiles"</i></p>




<b>Cultural enrichment</b>	Research into typical Spanish and South American food.
<b>Character</b>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>QofS – Practice &amp; Resiliency</b> 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.</p>

## Summer 2

<b>Knowledge</b>	<p><b>Week 1</b></p> <p><b>6 &amp; 1<sup>st</sup> week of SUMMER 2 = please complete</b></p> <p><b>Green Route (MAPs)</b> "¡El móvil para todo!" Talking about using a mobile. Grammar:</p> <p><b>Blue Route (HAPs)</b> ¿Podrías vivir sin el móvil y la tableta? Talking about mobile technology use and overuse. Grammar: using cuyo (whose). Further uses o+f por and para.</p> <p><b>Weeks 2 &amp; 3</b> <b>PROGRESS TEST</b> Speaking test. Listening Comprehension test. Reading comprehension test.</p> <p><b>Week 4</b> <b>Green Route (MAPs)</b> &amp; <b>Blue Route (HAPs)</b> "¿Cómo es tu casa?" Saying what your house is like Grammar: using prepositions to say where things are. Further preposition.</p> <p><b>Weeks 5 &amp; 6</b> ELE <b>Green Route (MAPs)</b> &amp; <b>Blue Route (HAPs)</b> "Mi ciudad" Talking about the amenities in your area. Grammar: using demonstrative adjectives and pronouns. Present tense and preterite tenses of ir and hacer.</p> <p><b>Blue Route (HAPs)</b> "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.</p> <p><b>Week 6 and 7</b> Film Study on Mar Adentro with accompanying worksheets</p>
<b>Skills</b>	<p><b>GREEN ROUTES (MAPS)</b> <b>Grade 3-5</b></p> <p>Reading</p>





	<p>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. [D]</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. [C]</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 [B]</p> <p><b>BLUE ROUTES [HAPS]</b> <b>Grade 5-9; B –A*</b></p> <p><b>Reading</b> Skim a text to pinpoint answers. Read quickly &amp; only have to reread to pick up the finer details &amp; nuances in a long, complex text. Understand very well any topic even difficult or unfamiliar ones Infer answers &amp; work out meaning of new words in context Have an in-depth vocab &amp; understand complex grammar &amp; idioms*</p>
<b>Assessment</b>	<p><i>Marking points 1, 2 &amp; 3</i> <i>Speaking test.</i> <i>Reading comprehension test.</i> <i>Listening comprehension test.</i></p>
<b>Cultural enrichment</b>	<p>Housing in Spain (private and council)</p> <p><b>Week 6 and 7</b></p> <p><b>Film Study on Mar Adentro with accompanying worksheets</b></p>
<b>Character</b>	<p></p> <p><b>QofS – Motivation</b> 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>