CARSHALTON BOYS SPORTS COLLEGE

SPANISH — YEAR 9

Key Stage 3 | Bridge to AQA GCSE (9-1) Spanish | Scheme of Work 2026–2027

Excellence • Character • Aspiration

Subject Vision — Why Spanish Matters

Our Vision

Year 9 is the bridge year between Key Stage 3 and the GCSE course, and its defining feature is the introduction of the preterite (simple past) tense — the single most important new grammatical structure of the year.

The year opens with Media and Technology, allowing the preterite to be introduced gradually via Celebrations, where pupils narrate a past event for the first time. Customs and Festivals reinforces the preterite in a culturally rich context, before Travel and Tourism gives extended practice in past, present and near-future description; Work introduces the simple future tense; and the year closes with Celebrity Culture, drawing together all three time frames in preparation for GCSE.

Key Concepts This Year

- **Time and Narrative:** The preterite tense, introduced this year, allows pupils to narrate events in the past for the first time — a foundational skill for all subsequent GCSE writing and speaking.
- **Comparison and Opinion:** Celebrity Culture requires pupils to compare people and justify opinions about them, extending the comparative structures introduced in Year 8.
- **Cultural Awareness:** Customs and Festivals introduces pupils to festivals from across the Spanish-speaking world, extending their cultural frame of reference.
- **Progression toward GCSE:** Every Sentence Builder this year is explicitly designed as a bridge to the AQA GCSE specification, introducing GCSE-level grammatical terminology where appropriate.

Curriculum Journey — Learning Sequence by Term

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SB 1–2: Media and Technology; Celebrations Begin Media/technology use and opinions; a past celebration begins — regular preterite tense, interrogative pronouns.	**SB 2–3: Celebrations Complete; Festivals Begin** End of unit assessment SB 1–2, then festivals from Spanish-speaking countries begin.	**SB 3–5: Festivals Complete; Travel Begins** Festivals conclude; holiday destination, transport and accommodation — imperfect vs preterite, reflexive verb quedarse.	**End of Term Assessment; SB 6: Holiday Activities** End of term assessment SB 1–5, then holiday activities and weather — preterite including irregular verbs ir, hacer, dar.	**SB 7–8: Work** Future job and ideal job/location — simple future tense; conditional tense (me gustaría).	**SB 9: Celebrity Culture; Revision** Describe, compare and report opinions on celebrities; full Year 9 revision, end-of-year assessment and creative lessons.

A Spiral Curriculum The preterite and simple future tenses are introduced this year for the first time, building on the present tense secured in Years 7–8. In Year 10, the imperfect tense completes the full set of tenses required across the AQA GCSE specification, which is then consolidated in Year 11.

Assessment Information

How Pupils Are Assessed

- Retrieval quizzes at the start of each Sentence Builder

Formal Assessment by Unit

- SB 1–2 (Media and Technology; Celebrations) — end of term assessment (all four skills)

▸ Mini-assessments rotating across speaking, reading and writing (PATHS) ▸ End of term assessments covering all four skills ▸ PATHS written and verbal feedback after every formal assessment	▸ SB 1–5 (through Travel and Tourism) — end of term assessment (all four skills) ▸ SB 1–9 (all Year 9 content) — end-of-year assessment, with PATHS feedback

PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the department's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	Positive Comment	A specific, evidence-referenced strength — never generic praise.	"Your use of the imperfect tense to describe what you used to do as a child is accurate and well-chosen."
A	Attainment Mark / Grade	State clearly where the pupil is performing against the AQA mark scheme or grade boundary.	"Your speaking response is currently a Grade 5. To reach Grade 7 you need a wider range of tenses and more justified opinions."
T	Target to Improve	One specific, actionable target only — never a list.	"Your next step is to include one example of the near future tense in your next written response."
H	How-To Instructions	Concrete, replicable, step-by-step guidance.	"(1) Conjugate ir in the present tense for the correct person; (2) add a; (3) add the infinitive verb."
S	Student Response	Pupils respond in writing or speech to the feedback, checked by the teacher.	Green-pen response rewriting the weak section and noting what to do differently next time.