

KS4 Spanish KO Year 9 2024 onwards

Year 9 Knowledge Organiser Autumn 1 – Foundation Revision module

What you will learn	Key language	Grammar	Phonics
How language works: the basic components of a sentence, how they fit together, sentence structure, basic tense concepts. Revision of basic personal information. (name, age, where you live, birthday, description, basic likes and dislikes). Developing study skills including dictionary skills and revision strategies/file. Intro to Kerboodle online textbook and resources.	<u>Grammatical terminology:</u> Nouns Pronouns Articles – definite and indefinite Adjectives Verbs - Infinitives: Adverbs Prepositions Cardinal numbers (1-30) Dates and times (12/24hr) Using <i>tener</i> (to have) to say how old you are and <i>ser</i> (to be) to tell the time.	Grammar terminology (nouns, gender, articles, interrogatives, regular verbs in the present tense, irregular verbs (<i>ser</i>, <i>estar</i>, <i>tener</i>) .	Revisit key phonics from KS3:

Year 9 Knowledge Organiser Autumn 2 – Unit 1: Identity and relationships with others

What you will learn	Key language	Grammar	Phonics
To describe your nationality, gender and orientation, personal beliefs, equality, physical descriptions, character and personality, and that of others. To describe members of your family or friends in detail. To say what activities you do with others. To describe your friendships with others, giving reasons for getting on/not getting on with people. To describe the qualities of a good friend. To describe the qualities of an ideal partner and give reasons why. To name different types of partnership with advantages and disadvantages.	Numbers Months Aunque (although, even though) Como (like, as) Mientras (while, whilst) O (or) Para (so that, in order that) Pero (but) Porque (because) Que (that, who) Si (if, whether) Y (and)	Ser, tener (present tense) Adjectival phrases (regular adjective agreement, position, uses of <i>ser</i> and <i>estar</i> and comparison) Articles Formation of feminine and plural nouns Possessive adjectives Adverbial phrases (phrases, position and comparative structures) Modal verbs (<i>poder</i> and <i>querer</i> + infinitive) Higher tier only Adjectival phrases (lo + adj, possessive adjectives (mío/a/ os/as, tuyo, suyo, nuestro, vuestro), regular superlative adjectives and irregulares (el mejor, el peor)) Prepositions (antes de + infinitive, después de + infinitive, syntax of prepositions in questions) Higher-only pronouns (see specification for full list)	a e i o u

What you will learn	Key language	Grammar	Phonics
Give preferences for food and drink. Discuss attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, and consequences. Refer to physical and mental well-being, reasons for staying healthy and consequences of not staying healthy. Describe sporting activities and ways of keeping fit. Compare past and present lifestyle choices and future intentions.	(No) ni... (ni)... (nor, or (after negative verb) neither...nor...) No (no, not) Nunca, (no) nunca (never) Jamás (never) Hace falta + (infinitive) (it's necessary (+ verb)) Hay que (you must (general), one must) Deber ((to) have to, must having to)	Word order of singular reflexive pronouns in one and two verb constructions (me, te, se) Negatives (no, (no) nada, (no) nunca, (no) nadie, (no) ninguno) Imperfect tense (1st, 2nd and 3rd person singular and irregular verbs <i>ser</i>, <i>ir</i> and <i>ver</i>) Impersonal verbs (se puede, se necesita) Modal verbs (<i>deber</i> and <i>tener que</i> + infinitive) Higher tier only Impersonal verbs (falta, hace falta, vale la pena) Reflexive use of plural forms of pronouns (nos, os, se) Negatives (ya no, (no) tampoco, (no)...ni..., (no) ni...ni...) Imperfect tense (1st, 2nd and 3rd person singular and plural, and irregular verbs <i>ser</i>, <i>ir</i> and <i>ver</i>)	r- -r rr r- word initial r- -r- following consonant s n, l or s

Year 9 Knowledge Organiser Summer - Unit 3: Education and Work

What you will learn	Key language	Grammar	Phonics
Express opinions about school subjects, homework, school	Telling the time ¿Qué hora es? (what time is it?)	Subject pronouns	ñ

rules, uniform, exams and teachers. Describe weekly routine including school day, activities in school including timetable, sporting activities and clubs. Refer to primary school days. Refer to education post-16: options available, advantages and disadvantages, future intentions and plans. Give opinions on different jobs, including advantages and disadvantages. Describe personal qualities, qualifications. Refer to ideal job/personal ambitions and skills required. Recognise opportunities to work abroad/use language skills and give opinions.	A la/las (at) En punto (o'clock) Y cuarto (quarter past) Y media (half past) Menos cuarto (quarter to) De la mañana (in the morning) De la tarde (in the afternoon/evening) Hora (hour) Months Bastante (quite (+ adjective), quite a lot, enough) Demasiado(s) (too much (many) + noun, too much, too + adjective) Mucho(s) (much, a lot (many)) Poco(s) (little, not much (few, not many))	Present tense (regular and irregular verbs like <i>encontrar, pensar, pedir, poner, conocer, estar, hacer, ir, ser</i> and <i>tener</i>) Simple future tense (1st, 2nd and 3rd person singular and irregular verbs <i>tener, hacer, poder, poner, haber, querer</i> and <i>saber</i>) Conditional tense (1st, 2nd and 3rd person singular and irregular verbs <i>tener, hacer, poder, poner, haber, querer</i> and <i>saber</i>) Impersonal verbs (hay, hay que) Present continuous (regular and irregular verbs like <i>leer</i> and <i>pedir</i>) Immediate future tense (ir a + infinitive) Imperfect tense (1st, 2nd and 3rd person singular) Higher tier only Impersonal verbs (parece, basta) Present tense (verbs like <i>recoger</i> (j)) Simple future tense (1st, 2nd and 3rd person singular and plural, and irregular verbs <i>saber, querer, venir, decir</i> and <i>salir</i>)	
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