



Curriculum Map: Year 9 Spanish

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
Using verbs in the present and preterite (past) tenses	<ul style="list-style-type: none"> • Discussing events at school • Talking about free time activities • Describing how people feel • Talking about where people go and why • Describing travel in the past and present • Talking about technology and social networks • Cultural Topic – learning about Bolivia 	<ul style="list-style-type: none"> • Preterite tense of regular -er verbs • Preterite tense of regular -ir verbs • Using pronominal adjectives • Syllable stress rules • Using tener in all persons • Idiomatic uses of TENER • Using QUERER and DAR • Using IR to express the future • Idiomatic uses of IR • Uses of PARA with infinitives and nouns • Revisit present tense of regular -ar, -er and -ir verbs 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. • Mini-tests (Vocab, Grammar, Reading and Writing)
Talking about your daily life	<ul style="list-style-type: none"> • Describing friendships and relationships • Talking about daily routine • Describing a series of events • Giving opinions • Talking about a visit to a Spanish city • Text Exploitation – Ayaymamá Spanish story • Cultural Topic – Christmas in Spain 	<ul style="list-style-type: none"> • Using the personal “a” • Reflexive verbs and pronouns • Use and position of direct and indirect object pronouns • Impersonal verbs like GUSTAR • Revisit regular present tense • Revisit PARA with infinitives 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. • Mini-tests (Vocab, Grammar, Reading and Writing)

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<p>Asking questions and comparing things</p>	<ul style="list-style-type: none"> • Talking about family members and their jobs • Discussing festivals • Describing how people feel • Shopping and comparing things • Describing what sports people do and did • Comparing where people go and went • Asking questions about what people do and did • Describe what is happening now 	<ul style="list-style-type: none"> • Possessive adjectives – sing -v- plural • Using comparatives • Using demonstratives • Preterite tense of HACER • Using adverbs of position with DEL/DE LA • Preterite tense of IR • Revisit preterite tense of regular verbs • Creating negative structures • Creating questions • Using the present continuous 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. • Mini-tests (Vocab, Grammar, Reading and Writing)
<p>Working with verbs in three tenses</p>	<ul style="list-style-type: none"> • Talking about making a film • Cultural capital: La Tomatina • Comparing future plans • Describing holidays in the past • Asking questions about past holidays • Describing location • Talking about routine events • Discussing the importance of languages 	<ul style="list-style-type: none"> • Revisit the present continuous • Revisit IR + infinitive for future plans • Revisit preterite of IR and HACER • Revisit preterite of regular verbs • Using question words • Revisit negative structures • Possessive adjectives – 1st and 2nd person 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. • Mini-tests (Vocab, Grammar, Reading and Writing)
<p>Talking about cultural and sporting activities</p>	<ul style="list-style-type: none"> • Describing people, places and traditions in Mexico • Talking about food and culture • Buying food at a market • Giving opinions about things • A school trip to a Spanish speaking city • Talking about looking after others • Talking about sport, exercise and health • Describing people and talking about how they feel and what they do 	<ul style="list-style-type: none"> • Possessive adjectives – 3rd person, 2nd person plural • Revisit reflexive pronouns • Adjectival agreement • Revisit impersonal verbs • Revisit direct and indirect objects • Word order with direct/indirect objects • Using personal “a” for clarification • Choosing between SER and ESTAR • Regular/irregular comparative adjectives 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. • Mini-tests (Vocab, Grammar, Reading and Writing)

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<p>Talking about local and international events and issues</p>	<ul style="list-style-type: none"> • Describing where people go and went • Describing what people do and did • Talking about the weather • Describing a fundraising event • Cultural Capital: Talking about the history of a Spanish-speaking country • Migration and the lives of Spanish speakers in the USA • Talking about climate change • A school event 	<ul style="list-style-type: none"> • Using IR in three tenses • Adverbs with -mente • Revisit preterite of HACER • Using present simple for ongoing meaning • Use of HACER to describe weather • Revisit preterite of regular verbs • Preterite tense of TENER • Revisit demonstrative pronouns • Using ESTAR in present and past • Adverbs of position 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. • Mini-tests (Vocab, Grammar, Reading and Writing)
<p>Ongoing Developing all skills- those not covered in a lesson to be a possible homework focus Developing independent learners Sharing learning techniques e.g. memorisation Developing target language Weekly vocab tests</p>			