



Curriculum Map: Year 9 Subject: Spanish

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>
Describing what people do	<ul style="list-style-type: none"> • Describing what people do (Technology and Social networks) • Describing travel in the past and present • Describing what different people did in the past • Describing friendships and relationships • Talking about daily life • Describing a series of events (narration) 	<ul style="list-style-type: none"> • regular -ar verbs: 3rd person singular PAST (-ó) vs 1st person singular PRESENT (-o); question words; del vs de la • regular -er/-ir verbs 3rd person singular PAST (-ió) vs 3rd person singular present (-e); regular er/-ir verbs: 1st, 2nd & 3rd person singular PAST • regular -ar, -er, -ir verbs: 1st, 2nd, 3rd person singular singular PAST tense • Assessment • personal 'a' • reflexive 'me' & 'te'; mi vs mis; tu vs tus • OVS word order with direct object 'lo' 'la' • personal 'a' 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. • Mini-test (Vocab, Grammar, Reading and Writing)
Describing events in the present and past and comparing past experiences	<ul style="list-style-type: none"> • Describing friendships and relationships • Giving opinions about something • Giving opinions about something • Text exploitation: Ayaymamá • Describing what people do (visiting a Spanish city) 	<ul style="list-style-type: none"> • indirect object pronouns (me, te, le); OVS word order • personal 'a' • Using the verbs saber and conocer 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class.

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	<ul style="list-style-type: none"> • Talking about family members and their jobs • Describing how people feel (Concerts & festivals) • Comparing things (Shopping) • Describing what people do and did (sport) 	<ul style="list-style-type: none"> • gustar-type verbs & indirect object pronouns (me, te, le); OVS word order • gustar-type verbs & indirect object pronouns (me, te, le); OVS word order • Work on challenging text: Ayaymamá • PRESENT tense -ar, -er, -ir verbs 1st, 2nd, 3rd person singular; revisit infinitives; revisit 'para' + infinitive • possessive adjectives - su vs sus; nuestro vs nuestra mi vs mis; tu vs tus • es/son • adjective number/gender agreement • comparatives: más/menos ... que; peor(es), mejor(es) • nuestro/nuestros • está/están; es/son • adjective number/gender agreement • demonstratives - este vs esta; estos; esta estas; • comparatives: más/menos ... que; peor(es), mejor(es) • question words • es/son; está/están; modal verbs • HACER past (preterite) - hago, haces, hace hice, hiciste, hizo • adverbs of position • del/de la 	<ul style="list-style-type: none"> • End of term assessment (Phonics, listening, vocab, grammar and writing)
<p>Using the past and present tense Introducing the near future</p>	<ul style="list-style-type: none"> • Comparing where people go and went • Asking questions about what people did • Asking questions about what people do 	<ul style="list-style-type: none"> • IR past (preterite) - voy, vas, va; fui, fuiste, fue; al vs a la 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class.

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	<ul style="list-style-type: none"> • Describing what is happening now (exercise and fitness) • Describing what is happening now (making a film) • Work on a challenging text: La Tomatina 	<ul style="list-style-type: none"> • regular -ar, -er, -ir verbs: 1st, 2nd, 3rd person singular PAST tense; negatives; awareness raising of 'did' in English questions • regular -ar, -er, -ir verbs: all persons singular and plural PRESENT tense; negatives; awareness raising of 'do'/'does' in English questions • present continuous with -ar verbs: estoy/estás/está + present participle (-ando); question word • demonstrative adjectives esta and estas • present continuous with -ir/-er verbs: estamos/están + present participle (-iendo); queremos/quieren 	
<p>Revisiting the past tense to describe travel</p>	<ul style="list-style-type: none"> • Comparing future plans • Describing events in the past (Holidays) • Describing events in the past / asking questions about past holidays • Describing the location of things / talking about routine events • Describing people, places and traditions in Mexico 	<ul style="list-style-type: none"> • IR + infinitive for future plans • preterite for irregular verbs IR (fui, fuiste, fue) and HACER (hice, hiciste, hizo) • regular -ar verbs: 1st, 2nd, 3rd person singular PAST preterite (-é, -aste & -ó) 	<ul style="list-style-type: none"> • Weekly vocab tests • Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. • End of term assessment (Vocab, Listening, Grammar)

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		<p>subject pronouns yo, tú, él, ella; awareness raising of 'did' auxiliary</p> <ul style="list-style-type: none"> regular -er/-ir verbs: 1st, 2nd, 3rd person singular PAST preterite (-í, iste & -ió); question words; negatives possessive adjectives 'mi, mis' & 'tu, tus'; contrast with reflexive pronouns 'me', 'te'; está/están; present tense -ar verbs (-o, -as) possessive adjectives 'su, sus' ; reflexive pronoun 'se'; es/son; adjective-noun number agreement 	
<p>Talking and describing food / health / feelings and hobbies</p>	<ul style="list-style-type: none"> 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 and exercise Talking about health Describing people and talking about how they feel / A weekend in the countryside 	<ul style="list-style-type: none"> object-first word order only; direct object 'lo', 'la', 'los', 'las'; present tense -ar verbs in singular persons (-o, -as, -a) object-first word order only; gustar-type verbs; indirect object pronouns (me, te), present tense-ar verbs in 3rd person sing (-a) vs plural (-an) object vs subject-first word order (using personal 'a' to disambiguate); indirect object pronouns (le, les), -ar verbs in 3rd person sing (- 	<ul style="list-style-type: none"> Weekly vocab tests Listening/ Reading/ Writing/ Speaking/ Grammar tasks – self and peer assessed in class. End of year assessments

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	<ul style="list-style-type: none"> Describing people and talking about what they do / Weekend activities 	<p>a) vs plural (-an), including dar + noun (e.g. dar miedo)</p> <ul style="list-style-type: none"> regular ar verbs 2nd person singular PRESENT (-as) vs 2nd person plural (-áis) - including estáis; present continuous -ando SER vs ESTAR; estáis vs sois; possessive adjective; vuestro/a (singular forms only); 2nd person plural (-áis) possessive 'tu' SER vs ESTAR soy/somos; estoy/estamos; regular and irregular comparative adjectives; adjective-noun number and gender agreement Revision (to cover 8.3.2.4-9.1.2.3 - Y8 just present continuous), including test practice 	
Film project	<ul style="list-style-type: none"> Developing additional skills 	<ul style="list-style-type: none"> Learning through the medium of film “Valentin” 	
<p>Ongoing Developing all skills Developing independent learners (e.g. Weekly homework with a phonics and vocabulary focus) Weekly vocab tests Sharing learning techniques e.g. memorisation Use of target language</p>			<p>Talking and the</p>
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