



Year 9 Spanish Curriculum Map

Overview	During Year 9, we will be teaching students topics that will enable them to develop their conversations in Spanish to communicate with friends and family should they travel to a Spanish speaking country. They will also be able to write paragraphs about themselves adding more detail and expressing their points of view. They will be able to read and decode information in Spanish and understand and respond successfully to questions in the target language. In addition, the cultural element of the SOW will allow students to discover other cultures and familiarise themselves with different styles of life.					
Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	¡Qué hambre tengo!: Talking about what you eat and drink, giving opinions on food and drinks; ordering food at a restaurant and discussing health problems and treatments; Cultural knowledge about gastronomy in the Hispanic world*	¡Por fin de vacaciones!:Talking about transport and holiday travel, describing holidays activities, describing a past holiday, describing future holiday plans; Improving knowledge of Hispanic culture*, using common expressions and slang*, learning about Guatemala*. Super curriculum: independent projects about Christmas in the Hispanic World*.	Mi vida y las tecnologías: Discussing internet and social media, TV programmes, cinema, musicals, jobs and careers. Film “8 Apellidos Vascos”* Learning about “Programas musicales” in the Hispanic world* Super Curriculum: research project about “El Carnaval” in the Spanish speaking countries*.	Estoy de moda: Describing what you wear, talking about fashion, dealing with problems when shopping and discussing hypothetical situations. Researching a famous Hispanic person*; Learning about traditional costumes in the Hispanic world* Super curriculum: independent projects about Easter in the Hispanic World*.	Mi pequeño mundo: Describing routines, talking about relationships with friends and family and talking about global issues and discussing solutions*. Understanding poetry* Learning about the “Quincianera” festivity*; Researching “La Amazonia” *	El mundo Hispano*: Learning about the following places in the Hispanic world: Texas, Madrid, Barcelona, Mexico City, Machu Picchu, El Caribe, Colombia, Venezuela and Guinea Ecuatorial. Comparing and contrasting cultures* Revision: last few weeks of the academic year will be spent doing revision and fun and creative independent projects (<i>international links</i>)*. Super curriculum: links to extra-curricular activities for the summer holidays*.*.
Knowledge (Golden Questions to be learnt by all students)	¿Qué te gusta comer? ¿Por qué? ¿Qué comes normalmente para tu cumpleaños? ¿Te gusta la comida española? ¿Por qué? Describe tu dieta.	¿Qué haces en verano? ¿Dónde vas normalmente de vacaciones? ¿Dónde fuiste de vacaciones el año pasado? ¿Qué fue lo mejor de tus vacaciones? ¿Qué planes tienes para el próximo verano? ¿Qué hay en la foto?	¿Qué aplicaciones usas para estar en contacto con tus amigos? ¿Qué piensas de las redes sociales? ¿Prefieres ver películas en casa o en el cine? ¿Te gusta la música? ¿Por qué?	¿Qué tipo de ropa llevas normalmente? ¿Te gusta ir de compras? ¿Por qué? Describe la ropa que llevas en verano; ¿Qué opinas del uniforme escolar? ¿Qué hay en la foto?	Describe un día normal en tu vida ¿Te llevas bien con tu familia? ¿por qué? Describe a una persona en tu familia ¿Qué planes tienes con tu familia para este fin de semana?	Háblame de tu lugar favorito en el mundo Hispano ¿Qué país del mundo Hispano te gustaría visitar y por qué?*

	¿Prefieres cenar en casa o en un restaurante? ¿Qué hay en la foto?*	¿Adónde irías si tuvieras mucho dinero*	¿Qué te gusta leer y por qué? ¿Qué hay en la foto? ¿Qué planes tienes para este fin de semana?*	¿Cómo sería el uniforme de tus sueños?*	¿Cuáles son los problemas globales más serios hoy en día? ¿Qué hay en la foto? ¿Cómo se pueden solucionar estos problemas?*	
Skills	Pronunciation. Learning to perform a role play. Start writing paragraphs and understanding longer pieces of work*. Grammar: Revision of present tense* Forming negative expressions;Using “tú and usted”;Using “mucho and un poco”;Using the imperative*;	Narrate events and write paragraphs using different tenses, justified opinions and descriptions. Preparing for a written exam Learning to deal with unfamiliar vocabulary. Grammar: Using the verbs “ir” and “soler”*, forming the preterite tense with regular and irregular verbs* and revising the near future; Subjunctive expression to use in high quality sentences (high ability students only)*	Learning to write independently and including complex descriptions. Developing translations skills from English into Spanish. Learning to do presentations in Spanish. Grammar: Using “acabar de” plus infinitive*; making comparisons; using “ser and estar”*; learning the future simple tense*;	Learning to react to unpredictable questions (improving listening skills). Learning to manage time in the exam. Grammar: Using demonstrative adjectives; Forming the Present Continuous Tense* Using indefinite adjectives; Using cardinal and ordinal numbers; Using direct objects pronouns*; Forming the conditional tense*;	Learning to draft and redraft work, speaking authentically and improving exam techniques. Grammar: Using reflexive verbs*, using prepositions with verbs*, forming irregular verbs in future and conditional tense* and forming impersonal constructions*	Practice all of the exam skills: speaking, writing, listening, reading and translation. Consolidation of grammar. Exam techniques.

* International links

* Differentiation