

Curriculum Map: Spanish Year 9

	9_1	9_2	9_3	9_4	9_5
Content Declarative knowledge 'I Know'	Theme: Relations and family Vocab: Introducing family, talking about who you get on with, Grammar: Present tense 'ar,er,ir' all persons ,+ irregular possessives, demonstratives, reflexive verbs, back to front verbs, comparisons, 'ser' y 'estar'	Theme: Media, TV, cinema Vocab: TV,programmes, adjectives, different genre of film, describing a day out, Grammar: Use of 'de,' Back to front verbs present tense stem change, using sophisticated adjectives, preterite tense hubs	Theme: making plans in Spain Vocab: places in Spain, tourist office, weather Grammar: por & para, more complex infinitive phrases, future tense with an infinitive, simple future hubs, use of 'si' with present tense	Theme: traveling in Spain Vocab: Modes of transport, getting around the station, asking for directions, buying tickets, ordering food Grammar: 'Ir' different tenses, present tense verbs + sound protection, using 'lo' to justify, nouns as past participles, estar + pp	Theme: Body, health, illness Vocab: Body parts, illness, personal information, advice Grammar: back to front verbs 'doler (ue)', desde hace etc, quantifiers, tener phrases, poder + inf, future tense time markers, demonstrative pronouns
Skills Procedural Knowledge 'I know how to'	form all present tense verbs, Introduce family using demonstrative and possessive determiners, form reflexive verbs	Form and use 'ver' in a range of tenses, use a range of back to front verbs to express opinion	Use infinitive phrases with a range of structures, form near future and additional phrases, form stem change 'querer', 'poder' 'preferir'	form and use 'ir' in different tenses, form questions to gain information	Translate irregular time patterns & constructions, form commands, understand perfect tense phrases
Strategies Conditional Knowledge 'I know when to'	change adjectives to agree with feminine and plural subjects , differentiate between reflexive and stem change verbs	use adjectives correctly when the subject is irregular (m/f)	use 'por' and 'para' in a range of contexts	use the 'tú', 'usted' forms in different contexts	use present and future moods to give advice
Key Questions	¿Qué haces en tu tiempo libre? ¿Qué tipo de persona eres? ¿Me presentas a tu familia? ¿Te llevas bien con tu familia? ¿Con quien te llevas mejor?	¿qué tipo de programas te gustan? ¿Por qué te gustan..? ¿Con qué frecuencia ves la tele? ¿Qué es tu película preferida? ¿Qué película acabas de ver?	¿Por qué ir a España? ¿Qué hay de interés en...? ¿Qué me recomienda hacer? ¿Qué tiempo va a hacer mañana? ¿Qué vamos a hacer?	¿Adonde vas normalmente? ¿Cómo te desplazas? ¿Cómo prefieres viajar? ¿A que hora...? ¿Por dónde se va a...? ¿Qué tapas recomienda?	¿Qué te duele? ¿Qué te pasa? ¿cómo se llama usted? ¿Ya ha vomitado? ¿Tiene algo para?
Assessment topics	30 words test Listening, reading, translation Telenovelas project	30 words test Listening, reading, translation	30 words test Listening, reading, translation	30 words test Listening, reading, translation	30 words test Listening, reading, translation
Cross curricular links/Character Education	Cultural: Spanish families, telenovela	Cultural: Spanish films, cinema, types of programmes	Cultural: Spanish places, tapas, typical Spanish pastimes	Cultural: Spanish transport systems, signposts	Cultural: Safety when abroad
<ul style="list-style-type: none"> • Development of resilience, independence, learning how to learn, revise, fail and improve. • Development of curiosity and openness towards a range of cultures and the differences in the structure of the language • Development awareness of links and interconnection between different languages (eg. Derivations from Latin, Greek) 					