

'Raising the Achievement of All'

Year 9 CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions	¿Qué haces normalmente?¿Qué hiciste la semana pasada?¿Qué hizo?¿Qué hicieron?¿Sabes/Conoces?¿Qué haces (reflexive verbs)?	¿Quién hace qué?¿Qué te regalan?¿Qué hicieron?¿Cómo te sientes?¿Qué opinas sobre tu escuela?¿Qué hora es?	¿Cómo organizas tú las vacaciones?¿Qué haces durante las vacaciones?¿Cómo es tu familia?¿A qué se dedican?¿Qué compras?¿Qué haces/hiciste?¿Adónde fuiste/fue?	¿Qué fecha es?¿Cómo es un día normal en tu colegio?¿Qué estás haciendo?¿Qué opinas sobre las fiestas españolas?	¿Qué pasó durante las vacaciones?¿Qué actividades hiciste?¿Dónde está?¿Qué haces por las mañanas?	¿Qué comiste?¿Cómo ayudas?¿Quién hace qué?
Content: 'Know what'	Describing what people do/did (revisit) Describing what people do (technology and social networks) Describing what different people did in the past (Free time activities) Talking about the environment Saying what you do for others Routines and daily life	Describing a series of events (Narration) Talking about giving and receiving (Birthdays) Describing how things make people feel Giving opinions about school	Visiting a Spanish speaking city Describing family members Describing how people feel Comparing things Describing what people do and did (sport) Comparing where people go and went	Asking questions about what people did Learning about a famous Spanish speaking person Describing school Describing what is happening now Describing Hispanic traditions Talking about past and future trips	Describing events in the past (holidays) Asking questions about past holidays Describing the location of things Talking about routine events Describing people, places and traditions in Mexico	Describing events in the past Talking about food Going on a school trip Talking about looking after others

WELL-SEQUENCED

CONTEXTUALISED/INCLUSIVE

AMBITIOUS

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Expertise 'Know how'	To use question words (revisit) To use high-frequency regular –ar/-er/-ir verbs in new contexts. To develop the verb lexicon (-ar/-er/-ir verbs) To understand and use new meanings of the verbs 'sacar', 'conocer', 'querer' To use the Past tense (preterite) –ar verbs in 3rd person singular To use the Past tense (preterite) –er and –ir verbs in 3rd person singular To use the Reflexive 'me' and 'te' To use possessive adjectives 'mi', 'tu' (revisit)	To deepen the knowledge of vocabulary and grammar through work with a challenging text To develop knowledge of words from a range of word classes To use OVS word order To use direct object pronouns 'lo', 'la' To use indirect object pronouns (me, te, le)	To consolidate knowledge of adjectives by learning to use them in comparisons To use SER (es, son), adjective agreement, para + infinitive (Revisit) To use possessive adjectives 'su' and 'nuestro' To use comparatives 'más' and 'menos' To use adjectives with comparative meaning To use demonstratives 'este', 'esta', 'estos', 'estas' To use the verb HACER in the past (preterite) in singular To use the verb IR in the past (preterite) in singular	To deepen the knowledge of vocabulary and grammar through work with a challenging text To use regular (-ar, -er, -ir verbs) in singular persons in past (Revisit) To use regular (-ar, -er, -ir verbs) in plural persons in past and present (Revisit) To create sentences with the present continuous with –ar verbs To create sentences with the present continuous with –ir/-er verbs To talk about future plans with IR (Revisit)	To understand new vocabulary with stem changes. To use Idiomatic uses of 'tener' + noun are revisited (and extended with the new word 'dolor') To use the past tense (revisit) (preterite) –ar/-er/-ir verbs in 1st, 2nd and 3rd person singular and singular subject pronouns To use questions in English and Spanish To use possessive adjectives (revisit) (mi/s, tu/s, su/s) contrasted with reflexive pronouns (me, te, and introduce 'se') To use está / están and es / son (SER vs ESTAR)(Revisit)	To use a range of infinitives are revisited in weeks practising 'gustar'-type verbs To create sentences with the correct word order and indirect object pronoun 'le'; introduce 'les' To use direct object pronouns (revisit) 'lo' and 'la', and introduce 'los' and 'las'

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Literacy/ Numeracy/ SMSC/	Grammar as described above. "El Santuario de Las Lajas", Colombia	Grammar as described above. Iquitos, Perú. Ayaymamá, text adapted from an oral folk tale	Grammar as described above. Santa Cruz de Tenerife Shakira y Juanes Different cities in Spanish Speaking countries	Grammar as described above. A trip to Gijón Famous Spanish-speaking people Education system in school Miguel de Cervantes Films	Grammar as described above. The Basque Country.	Grammar as described above. People and places from Mexico. Festivals in Spanish speaking countries (Las Fallas, La Tomatina...)
Disciplinary literacy	Reading longer authentic and adapted texts, inferring meaning from context. Manipulate vocabulary and grammar to produce more detailed spoken and written responses. Use metalanguage confidently to discuss grammatical structures. Develop translation skills between English and the target language. Improve accuracy through self and peer assessment.					
Careers	CVs and transferrable skills. Explore Careers linked to GCSE option choices. Listen to podcasts about young professionals. Investigate careers in translation, interpreting and diplomacy. Write a job application in the target language for an international company. Resources: Jobs that use Modern Languages - Careers - BBC Bitesize My Learning My Future: MFL/ Languages CEC Resource Directory Careers Advice & Guidance Online Platform - Morrisby					

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