

Spanish



Year 9 Curriculum Map




Year 9 – Autumn Term

Films


Going out and Fashion

Prior Learning	<p>Pupils have already learned how to give basic opinions about TV shows and media in Year 8 and 7. This unit builds on this vocabulary to express more detailed opinions using a variety of tenses, and re-capping the comparative, which was met in year 8 half term 2.</p> <p>Pupils have already covered places in a town in year 7 and re-capped them in year 8 in the context of holidays. Key verbs <i>poder/ gustarse and querer</i> are re-capped in this unit of work, using the present tense and conditional mode. Pupils also re-cap how to conjugate regular AR verbs</p>
What will I learn?	<p>Pupils will learn how to express an opinion about the type of film they like to watch and give justifications for their opinions. They will be able to speak in the past tense, describing a film they have seen. They will look at Spanish and Hispanic culture regarding films including <i>cortometrajes</i> such as The Scarecrow.</p> <p>Pupils will learn how to make arrangements to go out, and how to make excuses and say they do not want to go. Pupils will learn how to describe what they would like to wear to a variety of events. Pupils practise the verb <i>querer</i>, and <i>llevar</i>. From a cultural point of view, there will be the opportunity to research famous Hispanic people and discuss their dress style, such as Frida Khalo. They will also look at the Mexican custom of the Quinceañera and the special clothes worn during the celebrations.</p>
How will I be assessed?	<p>A variety of formative assessment tools are used throughout the course, such as vocabulary tests and retrieval quizzes, which help to monitor pupils' understanding of the unit as it is being delivered. Summative assessments take place at the end of each unit which test pupils' progress in at least two of these language skills; listening, reading, speaking, and writing.</p>
Next Steps	<p>Pupils will study films again as part of their year 10 course in the topic <i>Mis Ocios</i>. The topic of cinema will be revisited in the global issues unit in year 9, where pupils examine human rights issues in some Latin American countries.</p> <p>Pupils will study asking questions and making arrangements to go out as part of the 'Mi gente' and 'mis ocios' units in the year 10 course. It is also used when practising GCSE role play questions in year 11. In the following unit in year 9, pupils will use the conditional mode again to discuss their plans for the future, and will use regular verbs to describe what people do as part of their job</p>
Opportunities for Independent Learning	<p>Pupils can access vocabulary quizzes using Quizlet to revise and master the vocabulary and grammar used in class. https://quizlet.com/_bgbtxl?x=1jqt&i=7fp4n https://quizlet.com/1r3fzn?x=1jqt&i=7fp4n</p> <p>Pupils can practise understanding a detailed text about a film using Languages Online and completing the Star Wars activity https://www.languagesonline.org.uk/Spanish/Cam3/Cam3Uni11/14.htm</p> <p>Pupils can practise using regular verbs in Spanish by accessing the BBC Bitesize website and completing the online exercises. https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z63n7nb</p>
Personal Development and CEIAG	<p>Pupils are encouraged to consider how media and film can influence their thoughts and feelings and will discuss the need to be selective in what you watch.</p> <p>Pupils are taught how to build resilience in order to complete tasks that contain unfamiliar or challenging vocabulary.</p>

	Pupils improve their communication skills through the use of role-play scenarios, pair work and other speaking activities. These are transferable skills which are important for future careers.
Enrichment Opportunities (Cultural Capital)	<p>Pupils develop their cultural knowledge of the Spanish speaking world by studying films and celebrities from Spanish speaking countries.</p> <p>Research into a Spanish film such as <i>The Scarecrow</i>. Pupils can describe the characters and give their opinion of the plot. https://youtu.be/vcgvUxD43-k</p> <p>Pupils should access the Corte Inglés website and use the clothing sections to plan an outfit for a Christmas party, using the Spanish descriptions. They can go on a virtual shopping spree, imagining they have £200 to spend. The Corte inglés is a popular Spanish department store. https://www.elcorteingles.es/</p>

	<h2>Year 9 – Spring Term and Start of Summer Term</h2> <h3>Health and Illness</h3> <h3>Plans for The Future</h3>
Prior Learning	<p>Pupils will recall the past tense in Spanish, to explain what caused their illness. Common verbs such as <i>comer/beber/ir/jugar</i> have been met in previous years but in different contexts, for example in the year 8 holiday topic during half terms 4 and 5. Pupils will also revisit the key verb <i>querer</i>, which was first introduced in year 7 in half term 6, asking for snacks in a café. Vocabulary relating to sport, covered in year 7 half term 4 is used again, relating to exercise and food and drink, covered in year 8, is revisited relating to healthy eating.</p> <p>Pupils have will recap and build upon previous knowledge, where they will recap the use of the verb to be (<i>ser</i>) and use the conditional mode to express hopes for the future. Pupils revisit descriptions, talking about personal characteristics and will also recall the rules of adjectival agreement.</p>
What will I learn?	<p>Pupils will learn the parts of the body in Spanish and how to express what is wrong with them. The verb <i>doler</i> and <i>Tener</i> are practised to describe common health problems pupils may encounter abroad, such as <i>me duele el pie / tengo una insolación</i>. Pupils will learn how to say what caused the illness by revisiting the preterite tense. A range of tenses will be used to discuss eating and exercise habits and pupils will compare the diet in the UK to that of Spain and other Hispanic countries. Finally, pupils will use transactional language to get help in a pharmacy or medical centre.</p> <p>Pupils will learn how to express an opinion about what jobs they hope to do in the future and their plans for when they finish school. Pupils learn how to say what characteristics are suitable for certain jobs and what jobs entail. Pupils will practise the present and conditional tenses. Pupils will look at careers that use languages and will consider how studying a language at GCSE can help them in future careers.</p>
How will I be assessed?	A variety of formative assessment tools are used throughout the course, such as vocabulary tests and retrieval quizzes, which help to monitor pupils' understanding of the unit as it is being delivered. Summative assessments take place at the end of each unit which test pupils' progress in at least two of these language skills; listening, reading, speaking, and writing.
Next Steps	Pupils will study what constitutes a healthy lifestyle. They will use verbs such as <i>gustar</i> to express food, drink and exercise preferences. <i>Tener</i> will be revisited to say what people have to do in order to be healthy <i>Tengo que dormir más horas</i> .

	<p>The use of the conditional tense is not unique to this unit of work. It will be used in future unit to enhance pupil's written and spoken work, both at GCSE and in the rest of their key stage 3 curriculum. Jobs vocabulary is revisited at GCSE level in year 11 during the <i>Trabajo</i> unit of work. Personal characteristics are also recapped in year 10 during the <i>Mi Gente</i> unit, which covers family and relationships.</p>
Opportunities for Independent Learning	<p>Pupils should use Quizlet https://quizlet.com/701073375/me-duele-todo-flash-cards/ to practise the language taught in class. Completing the learn, spell and test section. Pupils can also complete match up activities using Languages Online to learn the illness vocabulary https://www.languagesonline.org.uk/Spanish/Vocabulary/Health/index.htm</p> <p>Pupils should revise vocabulary covered in class using the <i>flashcard</i>, <i>learn</i> and <i>test</i> sections of the Quizlet site https://quizlet.com/avidma?x=1jqt&i=7fp4n</p> <p>Pupils can practise the conditional tense using Languages Online https://www.languagesonline.org.uk/Spanish/Conditional/index.htm</p>
Personal Development and CEIAG	<p>Pupils learn how to get help abroad if they fall ill, including how to access emergency life-saving treatment.</p> <p>Pupils are encouraged to consider what interests, skills and personal qualities they currently have and how these can be useful to them in future careers. Pupils also get the chance to think about what they want to do for their options subjects and how learning a language can put them at an advantage.</p>
Enrichment Opportunities (Cultural Capital)	<p>Pupils can watch this YouTube comedy clip of a person feeling ill and getting help from their friend. It is quite challenging as it is fast Spanish. Pupils should listen to it and try to work out what is wrong with the person and what their friend does to help them. https://youtu.be/HvYMBj799nY</p> <p>Pupils can research what sort of jobs may be available to them in Spain in the future. They should go to the following website and read about some of the advantages of working in Spain. List the main industries that are in Spain and consider the types of jobs you could do there in the future. https://www.prospects.ac.uk/jobs-and-work-experience/working-abroad/work-in-spain</p> <p><i>Adult supervision is advised when accessing external websites.</i></p>

	<h2>Year 9 – Summer Term</h2> <h3>Global Issues</h3>
Prior Learning	<p>Pupils will have met the verbs <i>Tener</i> and <i>Poder</i> many times throughout the curriculum because these are key, frequently used verbs in the Spanish language. For example, year 7 half terms 4 and 5, year 8 half terms 3 & 4, and year 9 half terms 3 and 5. Conjugation of regular and key irregular verbs (such as <i>ir</i>) are practised. Retrieval of the future and conditional tense be recalled and expanded upon.</p>
What will I learn?	<p>Pupils will learn about life for young people in various Hispanic countries and the issues that affect people there. They will look at human rights and what people can and can't do using the verbs <i>tener derecho a</i> and <i>poder</i>. Pupils will practise the use of present tense to say what they do at home to help care for the environment and will use the future tense to discuss what they will do in the future to protect the planet. Pupils also look at human rights issues globally and study the film <i>voces inocentes</i> to look at how political unrest and poverty affects the lives of young people in El Salvador. This links to the RE curriculum and the study of Oscar Romero.</p>

How will I be assessed?	A variety of formative assessment tools are used throughout the course, such as vocabulary tests and retrieval quizzes, which help to monitor pupils' understanding of the unit as it is being delivered. Summative assessments take place at the end of each unit which test pupils' progress in at least two of these language skills; listening, reading, speaking, and writing.
Next Steps	Pupils who chose to study Spanish for GCSE will encounter environmental vocabulary and human rights issues again in half term 2 of year 11 in the <i>Medio Ambiente</i> unit. The future tense is used many times in the GCSE syllabus and pupils will encounter it in the year 10 <i>Las Vacaciones</i> unit of work.
Opportunities for Independent Learning	Pupils should use Quizlet to practise the language taught in class by completing the learn, spell and test section. Pupils can complete reading and grammar activities to consolidate classroom learning using this site.
Personal Development and CEIAG	Pupils are encouraged to develop their own sense of global responsibility, how they can contribute to protecting the local environment and how they help people in other countries who may be suffering hardship.
Enrichment Opportunities (Cultural Capital)	<p>Pupils can watch this YouTube clip giving 6 pieces of advice for how to care for the environment, pupils can translate the advice given and add some of their own they have met in class. https://youtu.be/BWJ8BtS3kWk</p> <p>Pupils can access the CAFOD website and read about the issues facing the Wayúu people of Columbia. They could create a poem or a song to convince multinational companies to protect these people's basic human rights to clean water and shelter. https://cafod.org.uk/Campaign/Human-rights</p>