

Spanish



Year 9 Curriculum Map



Year 9 – Autumn Term 1

Relationships, Equality and Role Models

Prior Learning	Pupils have already learned how to give basic descriptions of people in Year 7. This unit builds on this vocabulary to give more detailed descriptions using a variety of tenses, and re-capping adjectival agreement which has been studied in years 8 and 9
What will I learn?	Pupils will learn how to describe a person in Spanish. They will discuss what they think is important in a relationship and what characteristics make a good friend, partner and role model. Pupils will learn how to use direct object pronouns (me and te) and will also learn how to use the imperfect tense (Solía ser/me gustaba) to talk about personal interests and characteristics in the past. Pupils will also discuss issues of gender and sexual equality in Hispanic society.
How will I be assessed?	A variety of formative assessment tools are used throughout the course, such as vocabulary tests, retrieval quizzes and mini-whiteboard activities 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. At the end of this unit pupils will write about a person they admire.
Next Steps	Pupils will study relationships and equality as part of their GCSE course in years 10 and 11. Later on, in year 9 the imperfect tense and object pronouns will be revisited in the health and lifestyle unit (spring term). Giving opinions in the past tense will be revisited in the film unit (next half term) when pupils will use them to give an opinion of a film they have seen.
Opportunities for Independent Learning	Pupils can access vocabulary games using the Languagenut website (passwords are provided by the class teacher) which practise the words taught in class. www.languagenut.com Pupils can practise the grammar by accessing the short video and quiz on BBC Bitesize https://www.languagesonline.org.uk/Spanish/Cam3/Cam3Uni11/14.htm
Personal Development and CEIAG	Pupils are encouraged to think about what qualities make for healthy, nurturing relationships. They will look at what makes a negative relationship and how to avoid them. They will discuss the importance of the need to respect other, regardless of their sexuality and gender and learn about the issues affecting young people in Spain. This unit links to PSHCE.
Enrichment Opportunities (Cultural Capital)	Pupils develop their cultural knowledge of the Spanish speaking world by learning about famous Spanish people who are positive role models. Watch this short video in Spanish of Leo Messi being interviewed by some children. Can you pick out any Spanish words? What can you understand without reading the subtitles? Is he a good role-model? Why / why not? https://youtu.be/-hLdmEJzMfE <i>Adult supervision is advised when accessing external websites.</i>



Year 9 – Autumn Term 2

Films, Media and Gaming

Prior Learning	<p>Pupils have already learned how to give basic opinions in years 7 and 8 (me gusta/no me gusta). This unit builds on this vocabulary to express more detailed opinions using a variety of tenses, and re-capping adjectives which were met in years 7 and 8 such as <i>divertido/aburrido/interesante</i>.</p> <p>Pupils have already met the verb <i>ser</i> in years 7 and 8 to describe people and in year 9 unit 1 to describe role models. This unit re-caps this key verb to describe films and videogames.</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 <i>The Scarecrow</i> and the short film <i>Valentin</i> (which is about childhood). Pupils will learn gaming vocabulary (such as controller/console/win), look at what games are popular in Spain and also examine briefly how to stay safe online when gaming.</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. Pupils will complete a short review of a film or game at the end of the unit and a vocabulary and phonics test on films.</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. Pupils also examine internet safety in year 11 when discussing pressures young people face.</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</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>
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> <p>Pupils look at how knowing a language can be useful for careers in the film and video-game design industries.</p> <p>Pupils briefly look at how to stay safe when gaming online – such as the sharing of personal information.</p>
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><i>Adult supervision is advised when accessing external websites.</i></p>



Year 9 – Spring Term 1

Illness

Prior Learning	Pupils will use the preterite (past tense) of common Spanish verbs that they have met in years 7 and 8 such as <i>comer/jugar/ir/bebir/visitar/caminar/hablar escuchar</i> . Pupils will recall places in a town such as <i>el parque/el restaurante/el insituto el polideportivo</i> so they can explain where and how an accident took place. Pupils will use the familiar verb <i>querer</i> to ask for help in the pharmacy.
What will I learn?	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 learning the preterite tense. Pupils will learn how to get help abroad if they fall sick and how to ask for basic medicines in the pharmacy.
How will I be assessed?	Pupils will be given mini vocabulary and grammar tests throughout the unit to assess their retention of words. We will also use mini whiteboards and cold calling in our lessons to assess pupil understanding in real time. At the end of the course pupils will complete a short reading and writing assessment where they will write a sick note in Spanish to their teacher explaining why they cannot come to school.
Next Steps	<p>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> and they will use the future tense to make healthy resolutions.</p> <p>The use of the past tense is not unique to this unit of work. It will be used in future units to enhance pupil's written and spoken work, both at GCSE and in the rest of their key stage 3 curriculum. Parts of the body and illness are revisited in year 11 half term 3. The past tense is revisited in the global issues unit in half term 6 and all throughout the key stage 3 courses.</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</p> <p>https://www.languagesonline.org.uk/Spanish/Vocabulary/Health/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 how medical professions may use languages.</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.</p> <p>https://youtu.be/HvYMBj799nY</p> <p><i>Adult supervision is advised when accessing external websites.</i></p>



Year 9 – Spring Term 2

Healthy Lifestyle

Prior Learning	Pupils will re-visit the use of time frames such as <i>normalmente</i> , <i>nunca</i> , <i>cada día</i> and <i>generalmente</i> they learnt in year 7 and 8 to describe how often they do healthy activities. They will recall items of food and drink from units studied in Year 7 and 8 and use these to discuss the idea of a healthy, balanced diet.
What will I learn?	Pupils will learn how to describe their eating and exercise habits. They will use reflexive verbs such as <i>levantarse</i> and <i>acostarse</i> to describe their daily routines. Pupils will explore what constitutes a healthy lifestyle, compare typical Spanish diets to ones in Britain. Pupils will briefly look at issue of illegal drugs, vaping and smoking and discuss the dangers of these activities. Pupils will use the expressions <i>se debe</i> and <i>no se debe</i> to give health advice and will use the simple future tense to say what changes (if any) they will make to their lifestyle in the future.
How will I be assessed?	Pupils will be given mini vocabulary and grammar tests throughout the unit to assess their retention of words. We will also use mini whiteboards and cold calling in our lessons to assess pupil understanding in real time. At the end of the course pupils will complete a short reading, listening and spoken assessment where they will be tested on their knowledge of vocabulary and pronunciation.
Next Steps	Pupils will use the future tense again to discuss their career choices and plans for the future in the next unit of work in year 9. The use of the future is not unique to this unit of work. It will be used again in all units of key stage 4. Healthy lifestyle as a topic is revisited in Unit 3 of year 11, whereas adverbs of frequency are revisited in units 1-4 of frequency are revisited in units 1-4 of year 10 as pupils describe various activities they do and when they do them.
Opportunities for Independent Learning	Pupils should watch the short video on BBC Bitesize and then complete the tasks online to practise using the future tense correctly in Spanish. https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zf9bhbk
Personal Development and CEIAG	Pupils will discuss what constitutes a healthy lifestyle and the importance of exercise and a balanced diet. They will also briefly have the opportunity to discuss the dangers, risks of drug taking and vaping. Pupils will be able to look at careers in sport that use a language.
Enrichment Opportunities (Cultural Capital)	Pupils can watch this YouTube recipe in Spanish for how to make a healthy breakfast smoothie – how does it taste? https://www.youtube.com/watch?v=NXHR_-SzzgU <i>Adult supervision is advised when accessing external websites.</i>



Year 9 – Summer Term 1

Plans for the future and Careers

<p>Prior Learning</p>	<p>Pupils will re-visit the use of time frames such as <i>normalmente</i>, <i>nunca</i>, <i>cada día</i> and <i>generalmente</i> they learnt in years 7 and 8 to describe how often they do chores to earn money. They will also use the future tense again to describe their long-term plans for the future and they will revisit the use of <i>me gustaría</i> to describe hopes and dreams in general. This verb has been used previously in years 7 and 8 to describe an ideal lifestyle. Pupils also revise personal qualities from unit 1 of year 9 to discuss what personal attributes are necessary for certain jobs.</p>
<p>What will I learn?</p>	<p>Pupils will learn how to talk about part time jobs they have or would like to have. They will discuss how much pocket money they get and what they spend it on. Pupils will also be able to use the future tense to say what jobs they want to do in the future and why and will also discuss more general plans, such as their thoughts on marriage, having children and travelling.</p>
<p>How will I be assessed?</p>	<p>Pupils will be given mini vocabulary and grammar tests throughout the unit to assess their retention of words. We will also use mini whiteboards and cold calling in our lessons to assess pupil understanding in real time. At the end of the course pupils will complete a short reading, listening and written assessment where they will write an essay describing their hopes and dreams for the future.</p>
<p>Next Steps</p>	<p>Pupils will use the future tense again to discuss their career choices and plans for the future in Autumn term of Year 11.</p> <p>The use of the future tense and the conditional will be revisited in every unit in Key Stage 4 as pupils will use it describe their ideal school, plans for the weekend, future holidays and ambitions. In the final unit of Key Stage 3 pupils will use the future tense to describe what they will do or should do to help the environment and those less fortunate.</p>
<p>Opportunities for Independent Learning</p>	<p>Pupils should watch the short video on BBC Bitesize on a Spanish person (Rafa's) hopes and ambitions. Listen to what he says and make notes on everything you understand. You can even download the transcript to help you. Take the quiz at the end to see what you understood.</p> <p>https://www.bbc.co.uk/bitesize/guides/zfrn47h/video</p>
<p>Personal Development and CEIAG</p>	<p>Pupils will discuss what careers they want pursue in the future and the personal qualities / abilities needed for those jobs. Pupils will also consider their other ambitions and what steps they need to take to make them a reality.</p> <p>Pupils will be able to look at careers that use a language.</p>
<p>Enrichment Opportunities (Cultural Capital)</p>	<p>Pupils can watch this YouTube comedy short in Spanish where a boy compares his ambitions as a very young child to how he feels now as an adult. Watch the short, note down what he wanted to be as a child and what he wants to do now. How have your ambitions changed?</p> <p>https://www.youtube.com/shorts/KVx6Pzla7Ys</p> <p><i>Adult supervision is advised when accessing external websites.</i></p>



Year 9 – Summer Term 2

Global Issues

Prior Learning	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, encourage pupils to use <i>puedo</i> (can I / I can) to ask for things in class, such as <i>puedo ir al baño</i> . The verb <i>tener</i> has been met many times, to describe how many siblings people have and ‘having’ in general. A lot of the words in this unit are cognates (such as ‘educacion/Libertad/reciclaje’), so we use it as an opportunity to revisit key phonics and phonemes such as <i>cion / j / ci / ce / ue</i> .
What will I learn?	Pupils will learn about life for young people in various Hispanic countries. 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 affected the lives of young people in El Salvador and in Venezuela. This links to the RE curriculum and the study of Oscar Romero and Human Rights/Liberation Theology.
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 the unit where pupils complete a project called ‘Instagram vs Reality’ where pupils compare human rights against human rights violations or environmental issues in different countries and look at the idea of ‘global citizenship’ and our responsibilities as members of a global society.
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. https://quizlet.com/709407548/viva-3-mis-derechos-flash-cards/
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. Pupils look at how organizations such as MSF, CAFOD and UNICEF need people with language skills to help fulfil their missions.
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>