










2023-24 CURRICULUM MAP FOR SPANISH








YEAR 9 – El mundo hispánico

<p>HALF TERM 1: LA CULTURA POPULAR</p> <p>Core knowledge: • Discuss types of TV programmes & films and give your opinion • making comparisons • comparing films at the cinema vs on tv • to be able to give a simple description of a film and its plot • be aware of some famous Spanish speakers in the creative arts</p> <p>Key questions: ¿Qué te gusta ver en la tele? (What do you like to watch on TV?) ¿Prefieres ver películas en la tele o al cine? (Do you prefer to watch films on TV or at the cinema?) Háblame de tu película preferida. (Tell me about your favourite film)</p> <p>Vocabulary: • types of films • types of TV programmes • <i>opinion phrases</i> • comparative and superlatives • verbs for narration</p> <p>Grammar: • narration (3rd person verbs) • impersonal verb forms – the passive voice</p> <p><i>Vocabulary in italics = retrieval</i></p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – extended paragraphs with opinions and connectives • Reading / listening to song and lyrics
		<ul style="list-style-type: none"> • Extended sentences using connectives and adjectives • Mini white-board writing activities • Translation (English – Spanish & Spanish – English) • Dictation and transcription • Writing a song review
		<ul style="list-style-type: none"> • Regular speaking activities giving extended sentences using connectives and opinions • Whole class choral repetition • Pair-work speaking – giving opinions
		<ul style="list-style-type: none"> • Music – listening & reviewing music, noting the different elements of a piece of music • English – writing a review
<p>HALF TERM 2: LA CULTURA POPULAR</p> <p>Core knowledge: • To be able to say what type of music you like • Say what elements are important in music • Name some Spanish music artists & give an extended, justified opinion on some Spanish songs</p> <p>Key questions: ¿Qué tipo de música te gusta? (What type of music do you like?) ¿Para ti, que es el elemento más importante de la música? What us the most important element of music for you? ¿Quién es tu cantante preferido/a? (Who is your favourite singer?)</p> <p>Vocabulary: • types of music • the components of music • <i>opinion phrases</i> • <i>justification</i> • <i>adjectives</i></p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – extended paragraphs with opinions, connectives, adverbs and quantifiers.
		<ul style="list-style-type: none"> • Extended sentences using connectives, opinions, quantifiers and adverbs. • Mini white-board writing activities • Translation (English – Spanish & Spanish – English) • Formal 150 word writing assessment to describe a film
		<ul style="list-style-type: none"> • Regular speaking activities giving extended sentences using connectives, opinions and quantifiers. • Whole class choral repetition • Pair-work speaking activities – complete the map • Formal speaking assessment on describing a film



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<p>Grammar: • subjunctive phrases – es esencial que / es importante que • present subjunctive form of haber & tener • narration (3rd person)</p> <p><i>Vocabulary in italics = retrieval</i></p>		<ul style="list-style-type: none"> • Performing Arts – describing a film • English – the passive voice, 3rd person verb forms
<p><u>HALF TERM 3: ¿ADONDE VAS DE VACACIONES NORMALMENTE?</u></p> <p><u>Core knowledge:</u> • to be able to say where you usually go on holiday • to be able to describe travel and activities • to use the preterite tense to be able to talk about a past holiday</p> <p><u>Key questions:</u> ¿Adónde vas de vacaciones normalmente? (Where do you normally go on holiday?) ¿Adónde fuiste por tus últimas vacaciones? (Where did you go on your last holiday?) ¿Cómo era el viaje? (How was the journey?) ¿Qué hiciste? (What did you do?)</p> <p><u>Vocabulary:</u> • countries • modes of transport • opinions • <i>sports and activities</i> • <i>places in a town</i> • <i>weather</i> in the past tense</p> <p><u>Grammar:</u> • <i>adjectival agreement</i> • holiday activities • combining tenses (preterite & present) • superlatives • narration of events in the past</p> <p><i>Vocabulary in italics = retrieval</i></p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – short paragraphs
		<ul style="list-style-type: none"> • Paragraph to describe a holiday • Translation Spanish to English & English to Spanish sentences
		<ul style="list-style-type: none"> • Regular speaking activities • Whole class choral repetition • Pair-work speaking pyramid
		<ul style="list-style-type: none"> • Geography – countries / travel & transport • English – verb forms (preterite tense)
<p><u>HALF TERM 4: LAS ULTIMAS VACACIONES</u></p> <p><u>Core knowledge:</u> • to be able to describe the accommodation on a past holiday • to be able to describe a problem on holiday</p> <p><u>Key questions:</u> ¿Cómo era el hotel/el pueblo? (How was the hotel/town?) ¿Había problemas? (Were there problems?)</p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – extended paragraphs with connectives and adjectives
		<ul style="list-style-type: none"> • Extended sentences using connectives and narration techniques to describe a past holiday • Mini white-board re-call writing activities • Translation (English – Spanish & Spanish – English) • Dictation and transcription • Formal 150 word writing assessment






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<p>Vocabulary: • types of accommodation & facilities • problems • descriptions</p> <p>Grammar: • <i>preterite tense</i> • imperfect tense • combining tenses (<i>present, preterite & imperfect</i>) • narration of events in the past</p> <p><i>Vocabulary in italics = retrieval</i></p>		<ul style="list-style-type: none"> • Regular speaking activities giving extended sentences using connectives • Whole class choral repetition • Pair-work speaking –trapdoor
		<ul style="list-style-type: none"> • Geography – countries & weather • English – verb forms (<i>preterite tense</i>) narration

<p>HALF TERM 5: VAMOS DE FIESTA</p> <p>Core knowledge: • to learn about some typical festivals in Spanish speaking countries • to learn about typical foods & clothes • to study La Tomatina / Los San Fermines / Las Fallas in detail & describe what happens at these festivals</p> <p>Key questions: ¿Qué fiestas hispanas conoces? Which hispanic festivals do you know of? ¿Cuál es la fiesta hispana más interesante en tu opinión? Which is the most interesting hispanic festival in your opinion? Si pudiera elegir, ¿qué fiesta te apetece visitar en el futuro? If you could choose, which festival would you like to visit in the future?</p> <p>Vocabulary: • locations of towns • <i>days, months & dates</i> • <i>numbers</i> • <i>clothes</i> • key verbs • food items • quantities</p> <p>Grammar: • combining tenses – the present and future tenses</p> <p><i>Vocabulary in italics = retrieval</i></p>		<ul style="list-style-type: none"> • Reading aloud from knowledge organiser • Regular reading comprehension activities – extended paragraphs with time phrases, opinions, connectives, adverbs and quantifiers. • Reading & listening to video transcripts
		<ul style="list-style-type: none"> • Narrow reading using connectives, opinions and quantifiers and including time phrases • Mini white-board writing activities • Translation (English – Spanish & Spanish – English) • Paragraph to give opinions on school subjects and teachers • Dictation and transcription
		<ul style="list-style-type: none"> • Regular speaking activities giving extended sentences using connectives, opinions and quantifiers and using time phrases • Whole class choral repetition • Pair-work speaking to describe a festival
		<ul style="list-style-type: none"> • RE – religious links to festivals

<p>HALF TERM 6: DIA DE LOS MUERTOS</p> <p>Core knowledge: • to understand what happens at the fiesta of ‘Día de Los Muertos’ • to understand the cultural & religious significance of this festival in South America • study of the film ‘Coco’</p> <p>Key questions: ¿Según la fiesta, porque es importante de honrar los muertos? According to the festival, why is it important to honour the dead in this way?</p>		<ul style="list-style-type: none"> • Film subtitles • Reading comprehension activities based on the festival and the film
		<ul style="list-style-type: none"> • Gapfills on the religious elements of the festival • Written reviews of the characters and plot
		<ul style="list-style-type: none"> • Practice and repetition to learn the vocabulary relating to el Día de los Muertos • Pairwork speaking to describe characters from the film



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¿Qué significan los objetos en los altares? What do the object on the altars signify?

¿Quién es el carácter más cautivador en la película 'Coco' y por qué? Who is the most captivating character in the film Coco and why?

Vocabulary: • Key vocabulary relating to the cultural & religious elements of the festival • *family members* • *personal descriptions* • *food and drink* • *clothes* • *family relationships*

Grammar: • *key adjectives – adjective agreement* • *combining tenses*

Vocabulary in italics = retrieval



- RE – religious element of Dia de los Muertos
- Art – Dia de los muertos masks