








# CURRICULUM MAP SPANISH






## YEAR 9 – El mundo hispanico

<p><b><u>HALF TERM 1: LA CULTURA POPULAR</u></b></p> <p>Core knowledge: • Discuss types of TV programmes &amp; 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><b>Opportunities to practise reading skills</b></p> <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• HT1 - Regular reading comprehension activities – short texts and longer paragraphs</li> <li>• HT2 - Regular reading comprehension activities – extended paragraphs with connectives and adjectives</li> <li>• Song lyrics</li> </ul>
<p>Key questions:</p> <p><b>¿Qué te gusta ver en la tele?</b> (What do you like to watch on TV?)</p> <p><b>¿Prefieres ver películas en la tele o al cine?</b> (Do you prefer to watch films on TV or at the cinema?)</p> <p><b>Háblame de tu película preferida.</b> (Tell me about your favourite film)</p>		<p><b>Opportunities to practise writing skills</b></p> <ul style="list-style-type: none"> <li>• Simple sentences to introduce themselves</li> <li>• Translation (English – Spanish &amp; Spanish – English)</li> <li>• Extended sentences using a range of connectives, comparatives and adjectives</li> <li>• Mini white-board writing activities</li> <li>• Translation (English – Spanish &amp; Spanish – English)</li> <li>• Formal 60 word writing assessment x2</li> <li>• Dictation and transcription</li> <li>• Writing a film / song review</li> </ul>
<p>Vocabulary: • types of films • types of TV programmes • <i>opinion phrases</i> • <i>comparative and superlatives</i> • verbs for narration</p> <p>Grammar: • narration (3<sup>rd</sup> person verbs) • impersonal verb forms – the passive voice</p>		<p><b>Speak Like An Expert - Oracy</b></p> <ul style="list-style-type: none"> <li>• Regular phonics practice</li> <li>• Whole class choral repetition</li> <li>• Reading texts aloud in Spanish</li> <li>• Pair-work speaking activities</li> <li>• Use of key grammatical terms</li> </ul>
<p><i>Vocabulary in italics = retrieval</i></p>		<p><b>Homework = vocabulary learning</b></p> <p>Week 1: core text: la cultura popular</p> <p>Week 3: tupes of music and opinions</p> <p>Week 5: core text: la musica</p> <p>Week 7: conditional tense &amp; comparatives</p> <p>Week 9: core text lasd peliculas</p> <p>Week 11: the past tense</p>
<p><b><u>HALF TERM 2: LA CULTURA POPULAR</u></b></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 &amp; give an extended, justified opinion on some Spanish songs</p> <p>Key questions:</p> <p><b>¿Qué tipo de música te gusta?</b> (What type of music do you like?)</p> <p><b>¿Para ti, que es el elemento más importante de la música?</b> What us the most important element of music for you?</p> <p><b>¿Quién es tu cantante preferido/a?</b> (Who is your favourite singer?)</p>		<p><b>Links to careers:</b> music critic, writer, actor, director</p> <p><b>Link to Personal Development:</b> Students will gain an understanding of cultural differences, locations of Spanish speaking countries, communication skills</p> <p><b>British Values:</b> Tolerance Cultural understanding Respecting differences</p> <p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>• Music – understanding the different part of a song, giving opinions on music</li> <li>• English – understanding texts and creative writing</li> </ul>



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<p>Vocabulary: • types of music • the components of music • <i>opinion phrases</i> • <i>justification</i> • <i>adjectives</i></p> <p>Grammar: • subjunctive phrases – es esencial que / es importante que • present subjunctive form of haber &amp; tener • narration (3<sup>rd</sup> person)</p> <p><i>Vocabulary in italics = retrieval</i></p>		
<p><b><u>HALF TERM 3: ¿ADONDE VAS DE VACACIONES NORMALMENTE?</u></b></p> <p><b>Core knowledge:</b> • 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><b>Key questions:</b>  <b>¿Adónde vas de vacaciones normalmente?</b> (Where do you normally go on holiday?)  <b>¿Adónde fuiste por tus últimas vacaciones?</b> (Where did you go on your last holiday?)  <b>¿Cómo era el viaje?</b> (How was the journey?)  <b>¿Qué hiciste?</b> (What did you do?)</p> <p><b>Vocabulary:</b> • 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><b>Grammar:</b> • <i>adjectival agreement</i> • holiday activities • combining tenses (preterite &amp; present) • superlatives • narration of events in the past</p> <p><i>Vocabulary in italics = retrieval</i></p>		<p><b>Opportunities to practise reading skills</b></p> <ul style="list-style-type: none"> <li>• Reading aloud from knowledge organiser</li> <li>• Regular reading comprehension activities – extended paragraphs with opinions and connectives</li> <li>• Reading transcripts</li> </ul>
		<p><b>Opportunities to practise writing skills</b></p> <ul style="list-style-type: none"> <li>• Extended sentences using connectives and adjectives</li> <li>• Mini white-board writing activities</li> <li>• Translation (English – Spanish &amp; Spanish – English)</li> <li>• Bubble writing activity to talk about self and family</li> <li>• Dictation and transcription</li> <li>• Formal 60 word writing assessment</li> </ul>
		<p><b>Speak Like An Expert - Oracy</b></p> <ul style="list-style-type: none"> <li>• Regular speaking activities giving extended sentences using connectives and opinions</li> <li>• Pronunciation practice</li> <li>• Whole class choral repetition</li> <li>• Pair-work speaking</li> </ul>
		<p><b>Homework = vocabulary learning</b></p> <p>Week 1: core text 1: mi ciudad          Week 3: places in the town          Week 5: : core text 2: mi region          Week 7: locations &amp; attributes          Week 9: core text 3: que tiempo hace          Week 11: weather phrases</p>
<p><b><u>HALF TERM 4: LAS ULTIMAS VACACIONES</u></b></p> <p><b>Core knowledge:</b> • to be able to describe the accommodation on a past holiday • to be able to describe a problem on holiday</p> <p><b>Key questions:</b>  <b>¿Cómo era el hotel/el pueblo?</b> (How was the hotel/town?)</p>		<p><b>Links to careers:</b> town planner, architect, tour guide</p> <p><b>Link to Personal Development:</b>  <b>British Values:</b>          Tolerance          Cultural understanding          Respecting differences</p> <p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>• Geography – different countries, locations, geographical features, weather &amp; transport</li> </ul>



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<p><b>¿Había problemas? (Were there problems?)</b></p> <p><b>Vocabulary:</b> • types of accommodation &amp; facilities • problems • descriptions</p> <p><b>Grammar:</b> • <i>preterite tense</i> • imperfect tense • combining tenses (<i>present, preterite &amp; imperfect</i>) • narration of events in the past</p> <p><i>Vocabulary in italics = retrieval</i></p>		<ul style="list-style-type: none"> <li>English – verb forms (preterite tense) narration, superlatives and comparatives, using different tenses, expressing opinions</li> </ul>
<p><b><u>HALF TERM 5: VAMOS DE FIESTA</u></b></p> <p>Core knowledge: • to learn about some typical festivals in Spanish speaking countries • to learn about typical foods &amp; clothes • to study La Tomatina / Los San Fermines / Las Fallas in detail &amp; describe what happens at these festivals</p> <p>Key questions:  <b>¿Qué fiestas hispanas conoces?</b> Which hispanic festivals do you know of?  <b>¿Cuál es la fiesta hispana más interesante en tu opinión?</b> Which is the most interesting hispanic festival in your opinion?  <b>Si pudiera elegir, ¿qué fiesta te apetece visitar en el futuro?</b> If you could choose, which festival would you like to visit in the future?</p> <p>Vocabulary: • locations of towns • <i>days, months &amp; 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>		<p><b>Opportunities to practise reading skills</b></p> <ul style="list-style-type: none"> <li>Film subtitles</li> <li>Reading comprehension activities based on the festival and the film</li> <li>Narrow reading using connectives, opinions and quantifiers and including time phrases</li> <li>Reading aloud from knowledge organiser</li> <li>Regular reading comprehension activities – extended paragraphs with time phrases, opinions, connectives, adverbs and quantifiers.</li> </ul> <p>Reading transcripts</p>
<p>Vocabulary: • locations of towns • <i>days, months &amp; 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>		<p><b>Opportunities to practise writing skills</b></p> <ul style="list-style-type: none"> <li>Gapfills on the religious elements of the festival</li> <li>Written reviews of the characters and plot</li> <li>Extended sentences using connectives, opinions and quantifiers and including time phrases</li> <li>Mini white-board writing activities</li> <li>Translation (English – Spanish &amp; Spanish – English)</li> <li>Bubble writing activity to talk about hobbies</li> <li>Dictation and transcription</li> <li>Formal 60 word writing assessment</li> </ul>
<p><b><u>HALF TERM 6: DIA DE LOS MUERTOS</u></b></p>		<p><b>Speak Like An Expert - Oracy</b></p> <ul style="list-style-type: none"> <li>Verbal practice and repetition to learn the vocabulary relating to el Día de los Muertos</li> <li>Pairwork speaking to describe characters from the film</li> <li>Regular speaking activities giving extended sentences using connectives, opinions and quantifiers and using time phrases</li> <li>Whole class choral repetition</li> <li>Pair-work speaking</li> <li>Photocard descriptions</li> </ul>



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<p>Core knowledge: • to understand what happens at the fiesta of 'Día de Los Muertos' • to understand the cultural &amp; religious significance of this festival in South America • study of the film 'Coco'</p>		<p><b>Homework = vocabulary learning</b>          Week 1: different festivals &amp; their names          Week 3: sentence builder on festivals          Week 5: Core text 2 – adonde fuiste?          Week 7: revision of personal descriptions          Week 9: revision of key adjectives</p>
<p>Key questions:  <b>¿Según la fiesta, porque es importante de honrar los muertos?</b> According to the festival, why is it important to honour the dead in this way?  <b>¿Qué significan los objetos en los altares?</b> What do the object on the altars signify?  <b>¿Quién es el carácter más cautivador en la película 'Coco' y por qué?</b> Who is the most captivating character in the film Coco and why?</p> <p>Vocabulary: • Key vocabulary relating to the cultural &amp; religious elements of the festival • <i>family members</i> • <i>personal descriptions</i> • <i>food and drink</i> • <i>clothes</i> • <i>family relationships</i></p> <p>Grammar: • <i>key adjectives – adjective agreement</i> • <i>combining tenses</i></p> <p><i>Vocabulary in italics = retrieval</i></p>		<p><b>Links to careers:</b> tour guide, travel writier, blogger  <b>Link to Personal Development:</b> Students will gain an understanding of cultural celebrations in Spanish speaking countries</p> <p><b>British Values:</b>          Tolerance          Cultural understanding          Respecting differences</p> <p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>• RE – religious element of Dia de los Muertos</li> <li>• Art – Dia de los muertos masks</li> </ul>