



Year 9 Spanish curriculum – 2024-2025

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	<p>Retrieval of key verbs “tener” & “ser” and giving descriptions of family members and expressing opinions with confidence. Being able to ask and answer questions with “do you get on well with?” Recapping their numbers when using listening and reading skills to identify pocket money amounts. New introduction to household chores and teenage</p>	<p>Using their key verbs in the imperfect tense, (tener, ser)-ensuring we manage the misconception of “having years” instead of “being years” Pupils will be using modal verbs in the imperfect to describe what they were “able to do” This will give them the confidence of</p>	<p>Pupils will be building on the past tense that they will have come across throughout year 7/8. They will be encouraged to use other subjects in their written and oral work- as well as understanding WHO is doing an action from listening and reading tasks. They will be using more complex structures from</p>	<p>Key vocabulary “I would like” “I want”- conditional tense “it would be”. Encouraging pupils to think about the might/could be tense (which in MFL is classed as a future tense). Thinking about careers and why that career appeals to them. Well paid, flexible. Using their personality characteristics to identify what jobs would be good for</p>	<p>Subject specific jargon linked to environmental issues and resolutions “there is”. Pupils will also learn to express their opinions in negative forms with negative adjectives to enforce a need for change in the target language. Modal verbs will be reused to express what we must and should do to help the environment.</p>	<p>Subject specific content to festivals, plaza de toros, torres humanas, higher level adjectives to describe these events. Peligroso, raro “está loco. Pupils will revisit the past and future tense using “fui/ me gustaría” to create accounts of a past trip to a festival and a dream trip to a festival. Using their listening skills to identify the highlights of someone’s trip to a festival and using authentic materials to read about how the</p>



	<i>problems and giving advice. Recapping of modal verbs so that pupils can use “you must”</i>	<i>conjugating the tense and also using it to give opinions on likes and dislikes in the past.</i>	<i>their work completed on holidays in year 8 by adding more detail and creating longer clauses.</i>	<i>them. “to be” key verb. Because I am.... I would be.....</i>		<i>festivals are described for tourists and locals.</i>
Knowledge & Understanding (National Curriculum) <i>Skills are across the whole year.</i>	<i>Pupils are learning this to build on their knowledge of family members and relationships, they will discuss in further detail their relationships with their family members and WHY they have those relationships. They are encouraged to express and develop these ideas in both written and spoken form. They will discuss adolescence issues and</i>	<i>Pupils will have briefly used the imperfect tense in “phrase form” in year 7/8 when discussing what they used to be like. This topic is a whole topic dedicated to the imperfect tense, its use and formation. This will allow pupils to continue using this into KS4 and is another tense</i>	<i>Pupils have studied holidays in year 8 and this will be an excellent opportunity to build on their tense use within this topic as they will be discussing their past holidays but also moving into their dream/future holidays. Pupils will hopefully use their geography knowledge to discuss “winter/cold and</i>	<i>This topic is a new topic for the pupils, whilst they have studied the topic of school and opinions on school subjects- (which will form part of the retrieval as they discuss why they want to do the job of their dreams) learning about schools and ambitions will be new vocabulary to allow them to engage in conversations about their aspirations</i>	<i>Pupils are learning this as a way to discuss a topic that is currently relevant in every language and country and it can have slight cross curricular links with GEOG. It is a new topic, pupils may have seen some topic specific vocabulary when completing cultural topics in HT6 such as maybe floods, famine or pollution. This will be an introduction to the</i>	<i>Pupils are learning this to give them a cultural awareness of the Hispanic countries- it teaches to value our differences. Pupils will have paused at Christmas and Easter to learn about the cultural traditions at that time of the year and this will build on this. Pupils will discuss “fiestas/celebrations” popular or common to the countries. (Some may have seen COCO (day of the dead) and have some prior knowledge to this. They will express their</i>



	<p><i>completing money for chores which will allow them to continue building on their “free time” topic as they will eventually begin to talk about what they will use their pocket money for.</i></p>	<p><i>to add to their grammar knowledge for GCSE. It will allow pupils to build on their already known knowledge of describing people, describing activities and their use of modal verbs- but applying these phrases with the imperfect tense</i></p>	<p><i>summer/hot holidays” whilst also considering the types of activities that they and other people would like to do or did do on holiday.</i></p>	<p><i>and express opinions on jobs on the market. (good opportunity to have cultural/Career conversations). Students will be able to ask and answer questions in the future tense and present ideas and information to audiences.</i></p>	<p><i>GCSE topic of environmental issues. Where they will look at real cultural issues that exist amongst the Spanish speaking countries and pupils will share their ideas and recommendations that will help these issues.</i></p>	<p><i>opinions on the festivals and describe a past event (reusing the past tense) where they went to a festival and express their desire (future/conditional) to go to a festival,</i></p>
<p>Skills</p>	<p>R Develop RESILIENCE</p>			<ul style="list-style-type: none"> ★ Making use of knowledge organiser when hit with a challenge or struggling rather than asking the teacher straight away. Can the phrase be said in different way (synonyms) ★ tackling challenging questions and completing higher level questions 		



	<p>A Possess AMBITION</p>			<p>★ They are assessed and given targets to aim for, engaging in challenging tasks, trying to use complex phrases. Using feedback activities to find errors and correcting these.</p>		
	<p>I Demonstrate INTEGRITY</p>			<p>★ Following the school rules, following the class teacher's rules. Being respectful to everyone in the class. Taking care with presentation. Can you help your peers in their work?</p> <p>★</p>		
	<p>S Embed Self-Discovery</p>			<p>★ completing independent learning at home or in spare time. Competing homework to their best ability.</p>		
	<p>E Display EMPATHY</p>			<p>★ accepting our opinions are all different, we must accept this and respect different opinions. We are all learning at different paces, accept that pupils may need more help than others. Can pupils help each other out. When discussing different countries and cultures. Be respectful of our cultural differences.</p>		
<p>Curriculum Links</p>	<p>Pupils will use their knowledge of family members and descriptions throughout GCSE- it will be recapped and revision completed in KS4- and CCP and exams on this topic will be completed in KS4</p>	<p>Pupils will be adding to their descriptive knowledge but talking purely in the "imperfect" past tense, this is an excellent opportunity to get the pupils to use the imperfect tense. This is a tense they will need for GCSE (especially for those pupils</p>	<p>The holiday topic in this year will be revisited but looking at the past tense holidays and the future tense holidays, This topic at GCSE is very tense heavy, so revisiting this allows us to get more exam practice in and can encourage the pupils to think in the exam style questions - who, what,</p>	<p>Pupils in this half term will be considering their future career aspirations and jobs. (careers links good opportunity to discuss) pupils will be using their school subjects and descriptions to say why they would like a job and why they would be good at a job and will go on to describe the positives and negatives of a job and</p>	<p>When pupils in y8 learnt about French countries or French speaking countries they may have come across words like floods, famine or pollution depending on which French speaking country they choose to study. They may be able to use their knowledge of town</p>	<p>This may slightly add to knowledge they already have on Spain (some pupils may have more than others) They will continue to build on their knowledge of Spain and the cultural traditions in and GCSE where they will explore Spanish speaking countries and the celebrations and traditions. They will be required to add to this in the past tense and build on their complex vocabulary.-They will be able to do</p>



		accessing the higher content at GCSE).	when, where, why using the MFL writing mats.	identify them from listening and reading tasks.	descriptions to help them with this topic.	exam practice in the past present and future.
Assessment	SEPT- CCP1- adolescence relationships, traditions of Spain NOV- CPP2- when I was younger, holidays DEC- EXAM 1- y8 retrieval, when I was younger, holidays FEB- CCP 3- holidays, adolescence relationships APRIL- EXAM 2- Holidays, future jobs, y8 retrieval JUNE- CCP 4- Environment, sports					
Aspirations & Careers	whilst completing different topics- one career linked to each half termly topic included for pupils to learn and discuss? HT1- wedding planner abroad HT2- nanny HT3- travel agent/ flight attendant HT4- opportunity to discuss lots of careers that could be done with a language HT5- jobs offshore HT6- tour guide					