

Spanish YEAR 9 Curriculum Map

	Learning map 1	Learning map 2	Learning map 3	Learning map 4	Learning map 5
Intent Mission Statement	All learners in MFL engage positively and behave professionally to ensure they are committed to improving their linguistic skills and broadening their cultural awareness.				
TOPIC/BIG QUESTION	<i>Re-teaching Recovery curriculum</i>	<i>Cosas que me molan</i>	<i>Hotel Catástrofe</i>	<i>En forma</i>	<i>Jóvenes en acción</i>
	<p>Knowledge:</p> <ul style="list-style-type: none"> ➤ Describing yourself and others using the 1st and 3rd person ➤ Personality and physical description adjectives ➤ Regular and irregular verbs in the present tense ➤ Food <p>Opinion phrases</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ➤ Discussing preference across a range of activities and ideologies ➤ Opinion phrases and adjectives using more colloquial verbs of preference ➤ Expressions of frequency <p>➤ Connectives</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ➤ A range of different job types ➤ Verbs of opinion ➤ Context specific adjectives ➤ Connectives, intensifiers 	<p>Knowledge:</p> <ul style="list-style-type: none"> ➤ Food ➤ Frequency expressions ➤ Sports and activities ➤ Opinions ➤ Daily routine ➤ Time expressions ➤ Body parts 	<p>Knowledge:</p> <ul style="list-style-type: none"> ➤ Children's rights, problems and injustices ➤ Opinions and justifications ➤ 3rd person opinions ➤ Environmental issues ➤ Problems in town
	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Conjugating verbs from the infinitive into the present tense using all pronouns ➤ Justifying preferences ➤ Manipulation of grammar (adjective agreement, tenses, word order) 	<p>Skills:</p> <ul style="list-style-type: none"> ➤ Conjugating verbs from the infinitive into the present, near future and preterite tense ➤ Using irregular verbs in the present tense (hacer, ir, ser) ➤ Justifying preferences ➤ 1st and 3rd person verbs 	<p>Skills</p> <ul style="list-style-type: none"> ➤ The conditional – expressing what you would like to do ➤ The present and near future ➤ Expressing and justifying preferences ➤ Translation into English and Spanish ➤ Reading authentic materials 	<p>Skills</p> <ul style="list-style-type: none"> ➤ Direct object pronouns ➤ Agreeing and disagreeing ➤ Giving advice and making comparisons ➤ Reflexive verbs ➤ Use of se debe / no se debe + infinitive ➤ Speaking skills: presenting ➤ Idioms 	<p>Skills</p> <ul style="list-style-type: none"> ➤ Using poder ➤ Translation into Spanish and English ➤ Present tense of regular and irregular verbs ➤ Se deberia + infinitive ➤ The imperfect tense to describe and compare ➤ Understanding authentic and literary texts ➤ Creative writing
Prior knowledge/skills and interleaving:	<ul style="list-style-type: none"> - All vocabulary across the topics of; family, food, media, technology. - Manipulation and use of 2 tenses minimum - Opinions and adjectives 	<ul style="list-style-type: none"> - Free time activities - genre of films - opinions and adjectives 	<ul style="list-style-type: none"> - Adjectives - Expressing preference 	<ul style="list-style-type: none"> - Food - Opinions and adjectives - Connectives and frequency words 	<ul style="list-style-type: none"> - Agreeing and disagreeing - Opinions

Formative assessment and feedback used for data drop:	<p>Knowledge test every two weeks on learning so far to assess key vocabulary and grammar.</p> <ul style="list-style-type: none"> Recorded internally and reflected on by pupils in books. 	<p>3 knowledge tests to assess key vocabulary and grammar</p> <ul style="list-style-type: none"> Regular formative assessment through teacher feedback 	<ul style="list-style-type: none"> Knowledge test on learning so far to assess key vocabulary and grammar DM 1 and DM 2 (weeks 19 and 21) Student follow up on teacher feedback given on group feedback sheets and green penning seen in books 	<ul style="list-style-type: none"> Knowledge test on learning so far to assess key vocabulary and grammar Student follow up on teacher feedback given on group feedback sheets and green penning seen in books Speaking presentations (week 29) 	<p>Knowledge test on learning so far to assess key vocabulary and grammar</p> <ul style="list-style-type: none"> DM 1 and DM 2 (weeks 33 and 35) Student follow up on teacher feedback given on group feedback sheets and green penning seen in books
Summative assessment & feedback used for data drop:	<p>Learning map 1 focus listening, reading, writing and translation formal assessment. November 2020</p>		<p>Learning map 1-3 listening, reading and writing formal assessment (week 23)</p>		<ul style="list-style-type: none"> EOY assessment