

Curriculum Overview – Year 9 Spanish

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<p><b>VIVA Book 2</b> <b>Module 3</b></p> <p><b>A Comer</b> – Talking about food</p>	<p>Be able to talk about what food and drink you like or dislike.</p> <p>Describing mealtimes and using negatives</p> <p>Be able to order a meal in a restaurant</p>	<p>Introduction and use of the near future tense</p> <p>Using negatives</p> <p>Using <b>Usted/Ustedes</b></p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked with personalised feedback. Neater books competition. Regular peer and self-assessment of work.</p>	<p>One piece of homework per week practising a variety of skills. Worksheets/ Textbooks</p>	<p>Every half term, students are given the opportunity to talk about a person who in their opinion, reflect on the <b>Ursuline value</b> we are focusing on. All in Spanish</p> <p><b>Loving and compassionate:</b> Develop a sense of community, wishing well on other people</p> <p><b>United in harmony/ Be attentive</b> to other people’s lives and tastes and what makes them happy.</p>	<p>Vocabulary of Theme 1: Identity and culture in preparation for GCSE Spanish specification</p>

<p><b>Cultural lesson:</b> <i>European Day of Languages (26<sup>th</sup> September)</i></p>	<p>To participate in a series of activities and competitions celebrating language learning.</p>				<p><b>Dignity in Work</b> Importance of working to achieve a GCSE in an MFL and how the study of Spanish builds a person's general literacy and work ethic. Appreciation of cultural richness of foreign countries Learning about the advantages of studying languages for future careers.</p>	
<p><b>Cultural lesson:</b> <b>A song</b>  Maria Isabel – Antes muerta que sencilla</p>	<p>Be able to learn new vocab and recognise vocabulary they already know by listening to a Spanish song for teenagers</p>	<p>Interpreting meaning and tone in songs in Spanish. Identifying how key themes are revealed through a singer's specific language choices Reading unseen texts for meaning · Using etymology/ English/ Home language/ previous knowledge to understand new vocabulary · Information retrieval · Language analysis · Deduction and inference</p>			<p><b>Grateful</b> for different musicians' contributions to literature. Being <b>courageous</b> with singing in a foreign language and resilient when making mistakes. Focus on public speaking oration skills and ability to answer questions under pressure (<i>Interview skills / Public speaking</i>) Appreciation of different music styles. Art (creating posters for display) Music (song)</p>	

Autumn Term 2

Module 3  
(Continued)

Cultural Lesson –  
making  
Guacamole

After studying a Mexican party students learn how to make Guacamole

Guacamole is not cooked It's basically an avocado salad. Students will learn how to easily prepare this popular Mexican dish either at home or in class

Developing cross-curricular skills Food Technology as well as life skills (cooking by following a recipe)

4 skills (Listening/ Speaking/ Reading/ Writing) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Regular peer and self-assessment of work. Exercise books marked. End of Module 1 and 2 Assessment marked according to the National Curriculum Levels. Assessment review and target setting

One piece of homework per week practising a variety of skills. Worksheets/ Textbooks.

Appreciation of food from Mexico  
Develop a sense of awe for the **diversity** of the world.  
**United in Harmony.**  
**Dignity of God's people**  
Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.  
**Care for Creation**  
Topic of the Environment

<p><b>Cultural lesson:</b> <i>Christmas in Spain</i></p>	<p>Discussing what food and drink to buy for a party and giving an account of a party</p> <p>Using coping strategies when speaking</p> <p>To learn about Spanish Christmas customs including food and family gathering through a video and other activities such as writing a letter to Papa Noel recapitulating all the topics learnt so far.</p>	<p>Using three different tenses together</p> <p>Playing for time using <b>Pues</b> and <b>a ver</b></p> <p>Listening and reacting to what is being said to you</p> <p>Creative writing using a writing frame (A letter to Papa Noel). Creative Art and craft: Creation of poster for display.</p>	<p>for the next one. End of Year target setting.</p>		<p>Family values/ <b>United in Harmony/</b> being <b>grateful</b> for Christmas gatherings and <b>compassionate</b> for the less fortunate ones. <i>Learning about Christmas customs in Spain.</i> <i>Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</i> <b>Listening and attentive</b> – students challenged to go beyond customs they are used to and explore different cultures. <b>Dignity of God’s people</b></p>	
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					Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people. Stewardship – clear reasons as to why empathy is so important.	
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**Spring Term 1**

<p><b>VIVA Book 2</b> <b>Module 4</b></p> <p><b>¿Qué hacemos?</b></p>	<p>Arranging to go out and stating where you would like to meet.</p> <p>Specifying the time to meet</p> <p>Making excuses and saying that you are sorry you cannot go out</p>	<p>Using me <b>gustaría</b> + infinitive</p> <p>Using stem changing verbs <b>querer</b> and <b>poder</b></p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked with</p>		<p>Feel <b>grateful</b> for the opportunities to learn develop knowledge and skills thanks to the education system.</p> <p><b>Dignity in Work</b> Importance of working to achieve a GCSE in an MFL and how the study of Spanish builds a person's general literacy and work ethic.</p> <p><b>Stewardship</b> – clear reasons as to why social responsibility is so important.</p>	<p>Vocabulary of <b>Theme 1:</b> Identity and culture in preparation for GCSE Spanish specification</p>
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<p><b>Cultural lesson: A festival – Las Fallas</b></p>	<p>To learn about Spanish customs and festivals in Valencia, Spain through</p>	<p>Understand what happens during the Fallas festival each year in March</p> <p>Opportunities to create work for display or posters in their books</p>	<p>personalised feedback. Neater book competition. Regular peer and self-assessment of work.</p>		<p>Learning about the advantages of studying languages for future careers.</p> <p>Appreciation of facts about Spain and sites to visit. Develop a sense of awe for the <b>diversity</b> of the world. <b>United in Harmony.</b> <b>Dignity of God’s people</b> Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.</p> <p>Art (creating posters for display)</p>	<p>Vocabulary of <b>Theme 1:</b> Identity and culture in preparation for GCSE Spanish specification</p>
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Spring Term 2

**Module 4  
Continued**

Discussing getting ready to go out and using expressions of frequency  
Talking about clothes  
Talking about sporting events  
Describing a fancy dress outfit

Using reflexive verbs  
Saying 'this/these'  
Using three tenses  
Learn how to find the correct word in a bilingual dictionary

4 skills  
*(Listening/  
Speaking/  
Reading/  
Writing)*  
practised and assessed in every lesson by correction of exercises with instant feedback and scores.  
Exercise books marked with personalised feedback.  
Neater book competition.  
Regular peer and self-assessment of work.

Vocabulary of **Theme 1:** Identity and culture in preparation for GCSE Spanish specification

**Cultural lesson:  
Easter in Spain**

Students learn about the customs and traditions of Easter in Spain

Learn about Cuaresma (lent) and the processions in the streets in some of the larger cities  
  
Students also learn about La Semana Santa (Holy week) and some of the traditional food that is eaten during Pascua (Easter)

Catholics Epiphany and Spanish customs.  
**Peace and Reconciliation**  
Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.  
**Solidarity**  
All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.  
**Peace and Reconciliation**

					<p>Discussing similarities and differences between languages and cultures. Celebrations, Customs and Traditions. Emphasising the importance of peaceful relations.</p> <p>Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</p> <p>Appreciation of cultural richness of foreign countries.</p> <p>Food technology</p> <p>Art</p>	
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**Summer Term 1**

<p><b>Viva 2</b> <b>Module 5</b></p> <p><b>Operación verano</b></p>	<p>To be able to describe a holiday home and holiday activities.</p> <p>Asking for directions around the town</p> <p>Talking about summer camps</p> <p>Describing a world trip</p>	<p>Discover more about the comparative</p> <p><b>Más + adjective + que</b> <b>Menos + adjective + que</b></p> <p>Using the superlative. The biggest, The most famous etc</p> <p>Using the <b>tú</b> form of the imperative</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p>		<p><b>Solidarity</b> All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.</p> <p><b>Participation (and the common good)</b> Reminding pupils that we are all part of a local, regional, national and global community – 'Global Sustainability'</p>	<p>Vocabulary in preparation of GCSE Spanish specification, Theme 1: Identity and culture. Theme 2: Local, national, international and global areas of interest.</p>
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			<p>Exercise books marked.</p> <p>End of Unit Assessment marked according to the National Curriculum Levels.</p> <p>Assessment review and target setting for the next one.</p> <p>Regular peer and self-assessment of work.</p>		<p>(Environment and Social Issues)</p> <p><b>Dignity of God's people</b> Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.</p> <p><b>Care for Creation</b> Learn about healthy and balanced diets.</p> <p>Fairtrade products in 'Food and drink' topic.</p> <p><b>Dignity in Work</b> Fairtrade products in 'Food and drink' topic.</p> <p>Appreciation of facts about France and sites to visit.</p> <p>Develop a sense of awe for the <b>diversity</b> of the world.</p> <p><b>United in Harmony.</b></p> <p><b>Listening and Attentive</b> Sense of community To appreciate talking and asking other people about their habits Be attentive to other people's lives and tastes and what makes them happy.</p>	
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Summer Term 2

Module 5  
*(Continued)*

Discussing holiday destinations

Learning more about using  
three tenses

4 skills  
*(Listening/  
Speaking/  
Reading/  
Writing)*  
practised and  
assessed in  
every lesson by  
correction of  
exercises with  
instant  
feedback and  
scores.  
Exercise books  
marked.  
End of year  
assessment  
marked  
according to the  
National  
Curriculum  
Levels.  
Reviewing End  
of year targets.  
Regular peer  
and self-  
assessment of  
work.

End of Year 9  
assessment

<p><b>Cultural lesson:</b> <b>La Misma Luna.</b> <b>Mexican film</b></p>	<p>Students watch a Spanish language film with English subtitles</p>	<p>Listening skills and understanding through context</p>			<p>Appreciation of other cultures other than Spain <b>Solidarity</b> All nationalities as 'one family' in the eyes of God no matter our nationality, traditions and preferences.</p>	<p>Vocabulary for <b>Theme 2:</b> Identity and culture (Festivals and traditions) in preparation of GCSE Spanish specification.</p>
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