

MFL Spanish – Year 9

 <p>The year 9 curriculum consolidates and develops skills and knowledge from years 7 and 8 through new and more challenging contexts ensuring a secure foundation for the next phase of studying Spanish. It aims to give students a greater understanding of Spanish culture through a variety of authentic resources and experiences as well as looking at Spanish in the world and what the benefits of learning Spanish at GCSE are.</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
Shirley High Curriculum Map	My World	World of Work	Health and Wellbeing	Young People in Action	A trip to Madrid	A trip to Madrid (cont)
Why now?	-To retrieve key concepts, such as descriptions and opinions from year 8. -To consolidate the present and near future tense before including the preterite tense in Autumn 2.	-To retrieve the preterite tense from year 8 before combining all tenses together. -To explore and discuss jobs and the world of work, what jobs a GCSE in MFL can lead to and what are the advantages of taking Spanish as an option.	-To retrieve knowledge of reflexive verbs from year 8 spring 2. -To consolidate and secure the use of the complex negatives	. To retrieve knowledge of the comparative from year 8 Autumn 2. -To reinforce the use of the 3rd person and we forms of the verb - To reinforce photo card descriptions, which is a necessary skill for the next stage of studying Spanish.	-To consolidate and secure the use of the superlative from summer 1 of year 8. -to secure the use of three tenses together	- To secure the use of the four different tenses with opinions in preparation for autumn 1 in year 10.
Fundamental Concepts	-Opinions -Descriptions -The near future tense -The present tense	- tener que - adjective agreement -preterite tense with regular verbs - Switching between two tenses -Work place vocabulary	- reflexive verbs - negatives -stem changing verbs.	- Photo card practise - comparatives - poder (puedo/no puedo) - 3rd person present tense - Environment vocabulary	- The superlative - The present tense -the preterite tense -the near future tense	-Showcasing what has been learnt this year (both grammar and content).
Students will be...	1.Talk about likes and dislikes. 2.Talk about what they do in the week using verbs in the present tense. 3. Talk about different types of films 4. Describe how they are going to celebrate a birthday using the near future tense.	1.Say what you have to do at work 2.Talk about what jobs you would like to do and why. 3.Talk about what you did at work yesterday. 4.describing your job 5.To use two tenses together.	1. Discuss your diet 2. Describe what you do to have a healthy lifestyle 3. Describe your daily routine 4. Talk about any ailments 5. Discuss what you should do to keep fit	1.Talk about children's lives 2.Talk about children's rights 3. Discussing journeys to school 4. Talk about environmental issues using the we form of the verb 5. Write about raising money for charity.	1. meet and greet people in Spain 2. Talk about a treasure hunt 3. Describing a day trip 4. Discuss buying souvenirs 5. Discuss the final day of a trip	1.Describe people and what they do using the present tense. 2.Use the near future tense when talking about future plans. 3.Use the perfect tense when talking about a past trip. 4.Use three different tenses together to give a presentation about a Spanish speaking person.
Language for Life (Key terms/Vocabulary)	See vocabulary lists for module 1	See vocabulary lists for module 2	See vocabulary lists for module 3	See vocabulary lists for module 4	See vocabulary lists for module 5	See vocabulary lists for module 5
Extended writing Opportunities	Storyboard talking about how students will celebrate their birthday.	Write a blog for the school magazine about work	Write an article for a teen magazine.	Write an argument for a debate on the environment	A report on a trip to a Spanish speaking country.	Prepare a presentation on a Spanish person
Maths Across the Curriculum	Times	Money, ages	Times		prices	
Links to careers/aspirations		Graphic designer, scientist, air steward			Tour guide	athlete, blogger, artist, singer, chef, footballer
Cultural Capital	Talking about Spanish cinema			Debating Environmental issues where you live Actions to save the environment	Learning about different Spanish-speaking countries Booking an excursion to a zoo Research on things to see and do in a variety of Spanish-speaking countries	
Practical Application of Skills	To be able to discuss likes and dislikes with an exchange partner in a Spanish speaking country.	To understand job adverts in Spanish Speaking Countries.	To be able to explain an ailment to a doctor/pharmacist		To plan a holiday/excursions in a Spanish speaking country. To have a conversation in a tourist office in a Spanish speaking country.	