**Y9 Spanish Curriculum Progression Map**

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|  | **Term 1 + 2** | **Term 3 + 4** | **Term 5 + 6** |
| **Dates** | September – December | January – March | April - July |
| **Weeks** | Approximately 14 weeks | Approximately 11 weeks | Approximately 13 weeks |
| **Lessons** | Approximately 21 lessons | Approximately 15 lessons | Approximately 20 lessons |
| **Inset** |  |  |  |
| **Unit Title** | Healthy living | Jobs and future plans | Festivals and Customs/Useful Spanish |
| **Sequence** | * Body parts and illnesses
* Food and drink
* Exercise and sport
* The features of a healthy lifestyle
* Identifying ways of improving lifestyle
* Saying what your lifestyle used to be like
* Giving advice on a healthy lifestyle
 | * Jobs
* Personal qualities
* Ideal job
* Life after school
* Hopes and dreams for the future
 | * Festivals
* Special occasions
* Study of film – La Misma Luna
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| **Rationale** | This whole topic builds upon previously learnt key grammar structures (tenses, negatives, opinions etc…) by continuously revisiting them but in a different context.It builds upon and revisits topics from years 7 and 8 (sport – Y7, food and drink – Y8)Writing skills are developed by using three tenses at once with the addition of the imperfect tense (another past tense) to narrate the past. Speaking skills are developed through role plays  | The previous topics of personality (Y7) and school (Y7) are revisited here and built upon in the context of jobs. It’s useful for pupils at this point in the year due to Options, giving them an opportunity to think about and describe jobs they want to do in the future and why.Listening, speaking, reading and writing skills are continuously being developed by the use of at least 3 tenses together – something that they need to have a strong grasp of by the end of KS3. | The topic increases cultural capital due to the study of festivals and special occasions around the Spanish speaking world.We continue to look at the present tense but branch out to the 1st and 3rd person plural forms. We carry on practising the preterite tense and future tenses. |
| **Key Building Blocks** | **Knowledge of**:Present tensePreterite tenseNear future tenseNegative structuresImperative Imperfect tense | **Knowledge of**:Present tensePreterite tenseNear future tenseNegativesSimple future tense | **Knowledge of** :1st and 3rd personal plural of present tenseImpersonal verbs |
| **Retrieval Practices** | Mini whiteboard activitiesLow stakes quizzesInterleaved themesSelf-quizzing homework | Mini whiteboard activitiesLow stakes quizzesInterleaved themesSelf-quizzing homework | Mini whiteboard activitiesLow stakes quizzesInterleaved themesSelf-quizzing homework |
| **Key Skills** | ListeningSpeakingReading WritingTranslation | ListeningSpeakingReading WritingTranslation | ListeningSpeakingReading WritingTranslation |
| **Key terms** | RegularIrregularDefinite articleImperfect tenseImperativeDurationFrequency | Simple futureSubjectQualityIndefinite articleExclamationConditional tense | Impersonal verbs  |
| **Numeracy** | Using numbers to express duration |  | Dates  |
| **Formative Assessment** | Peer & Self-AssessmentModel answer comparisonLow stakes quizzesTeacher feedback | Peer & Self-AssessmentModel answer comparisonLow stakes quizzesTeacher feedback | Peer & Self-AssessmentModel answer comparisonLow stakes quizzesTeacher feedback |
| **Summative Assessment** | AP1 examAP2 exam | AP2 exam | AP2 exam |
| **SMSC & Cultural Capital** | Differences between diets and food around the world.Discussing how to live a healthy life. | Discussing personal qualities – what qualities are good to have as a person. | Festivals and special occasions in different countriesMexico - USA immigration (Film) |
| **Linking curriculum to careers** | European Day of Languages – how languages and careers go together | Discussing jobs and future plans – pupils talk about jobs they would like to do in the future and why.Options talk – why choose languages and how they can help your career. |  |