

Spanish GCSE (AQA) Curriculum Map 2020-21

Curriculum intent statement for KS4 Spanish:

To deliver a curriculum that:

- builds upon students' previous linguistic experience, developing the necessary linguistic skills for students to be able to communicate effectively in Listening, Speaking, Reading and Writing.
- provides opportunities for students to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary.
- provides an opening to other cultures, fosters their curiosity and deepens their understanding of the world.
- is relevant to pupils' everyday lives, interests, hobbies, careers.

Year: 9

| | | | | | | |
|--|----------|----------|----------|----------|----------|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------|----------|----------|----------|----------|----------|

| | | | | | | |
|-------------------------|---|---|--|---|--|---|
| <p>Content</p> | <ul style="list-style-type: none"> -Cosas que me molan -Mi semana -Cartelera de cine - Un cumpleaños muy especial - Los famosos - ¿Adónde fuiste? | <ul style="list-style-type: none"> - Hotel Catástrofe - ¿En qué te gustaría trabajar -¿Cómo va a ser tu futuro? -¿Cómo es un día típico? - Mi diccionario y yo - El día del trabajo | <ul style="list-style-type: none"> -¿Llevas una vida sana? - Preparados, listos, ya -¿Cuál es tu rutina diaria? - Muévete - Me duele todo - Mi rutina diaria | <ul style="list-style-type: none"> - Mis derechos -El comercio justo - Reciclamos -Mi ciudad -Queremos recaudar fondos -solidarios | <ul style="list-style-type: none"> - Punto de partido -¿Qué haces en - verano? -¿Cómo prefieres pasar las vacaciones? - Destino Barcelona -¿Cómo era? -Quisiera reservar -Mis vacaciones desastrosas | <p>CLIL module – Valentín</p> <ul style="list-style-type: none"> - Introduction – before watching the film -Valentín and his grandmother - Valentín's father and uncle Chiche -Valentín meets his father's girlfriend Leticia -The doctor – Valentín's grandmother is ill -The pianist Rufo -Valentín meets Leticia again -End of the film |
| <p>Knowledge</p> | <ul style="list-style-type: none"> -Talking about things you like -Talking about your week - Talking about films - Talking about a birthday -Talking about life as a celebrity -Understanding descriptions of a day out | <ul style="list-style-type: none"> -Saying what you have to do at work - Saying what job you would like to do - Talking about your future -Describing your job -Checking work for accuracy and looking up new words - Coping strategies for authentic texts | <ul style="list-style-type: none"> -Talking about diet -Talking about an active lifestyle - Talking about your daily routine -Talking about getting fit -Talking about ailments -Developing a conversation about fitness and routine | <ul style="list-style-type: none"> -Talking about children's rights -Talking about fair trade -Talking about recycling -Talking about how town has changed -Writing about fundraising -Reading about world issues | <ul style="list-style-type: none"> -Discussing holidays and weather - Talking about holiday preferences -Saying what you did on holiday -Describing where you stayed -Booking accommodation and dealing with problems -Giving an account of a holiday using three tenses | <ul style="list-style-type: none"> -Revision and recap on vocabulary and grammar from year 9 -Introduction to film and cultural studies (Valentín/ Argentina) |

| | | | | | | |
|----------------------|--|---|---|--|--|---|
| Skills | <ul style="list-style-type: none"> -Using irregular verbs in the present tense - Using regular verbs in the present tense - Using the near future tense -using the preterite tense - using three tenses together - Using the four 'w's' when listening | <ul style="list-style-type: none"> - Using tener que - Using correct adjective agreement - Practicing using the near future tense - Using reference materials -Skimming and scanning a text | <ul style="list-style-type: none"> -Using direct object pronouns - Using stem changing verbs -Using reflexive verbs -Using se debe/ no se debe -Using me duele/me duelen - Using more complex sentences | <ul style="list-style-type: none"> -Using the verb poder -Expressing your point of view - Using se debería + infinitive -Using the imperfect tense -Working out meaning using common sense and context | <ul style="list-style-type: none"> -Using the present tense -Using verbs of opinion to refer to different people -Using the preterite tense - Using the imperfect tense -Using verbs with usted -Using questions to form answers -Using three tenses together -Identifying positive and negative opinions | <ul style="list-style-type: none"> -Introducing the plot -Describing characters and relationships using ser and estar -Describing dreams and wishes using the conditional tense and subjunctive -Revision of adjective agreements -Introduction to use of idioms -Describing actions using the present continuous -Writing a letter |
| Key Questions | <p>What is an irregular verb?</p> <ul style="list-style-type: none"> - How do you form the present, preterite, near future tenses? | <ul style="list-style-type: none"> -How do adjectives change when describing masculine/ feminine/ plural nouns -How do you form the near future tense? - How do you use a bilingual dictionary effectively? | <p>What is a direct object pronoun?</p> <p>How do they change when talking about masculine/ feminine/ plural nouns?</p> <p>How are stem changing verbs different to regular verbs?</p> | <p>What is an infinitive ?</p> <p>What is the difference between the preterite and imperfect tenses?</p> <p>How do you form the imperfect tense?</p> | <p>How do you form the present/preterite or perfect tenses?</p> <p>How can we adapt questions to form answers?</p> <p>What indicates a positive/ negative opinion?</p> | <p>When do you use ser/estar?</p> <p>How do you form the conditional tense?</p> <p>What is an idiom?</p> <p>How do you form the present continuous tense?</p> |

| | | | | | | |
|--|-----------------------|---------------------------|-------------------------------|--|--|--|
| Assessment | Listening and Reading | Speaking and Writing | Listening and Speaking | Reading and writing | Listening and Speaking | Listening, Speaking, Reading and Writing |
| Literacy/Numeracy /SMSC/Character | Using time phrases | Discussing career options | Discussing healthy lifestyles | Discussing rights, environmental and global issues | Expressing and justifying opinions | Discussing relationships and roles within the family |
| Enrichment opportunities | | | | Film <i>Thi Mai</i>: un viaje a Vietnam | Cultural events londres. cervantes.es | CLIL cultural studies - Argentina |