Year 9 Spanish Curriculum

Term	Curriculum Content
Michaelmas 1	**Module 1: ¡Diviértete! (Have fun!)** **Unit 1: Mi vida digital (My digital life)** • **Grammar**: Regular present tense verbs, stem-changing verbs (jugar, preferir), irregular verbs (hacer, ver). • **Skills**: Using expressions of frequency (e.g., siempre, nunca), phonics knowledge for spelling in dictation. • **Key Focus**: Talking about online activities, using technology vocabulary. **Unit 2: ¡Disfrutamos al máximo! (We enjoy to the fullest)** • **Grammar**: Opinion verbs (gustar, encantar, interesar) + infinitive, irregular present tense verbs (tener, ser, ir). • **Skills**: Discussing sports and free-time activities, expressing likes and dislikes. **Unit 3: Nos juntamos (We meet up)** • **Grammar**: Near future tense, stem-changing verbs (poder, querer). • **Skills**: Arranging to go out, telling the time, contractions (al, del).
Michaelmas 2	SPANISH ASSESSMENT: Receptive Skills Dictation (spelling), listening, reading Production Skills: Translation into French, Extending Writing **Unit 4: El fin de semana pasado (Last weekend)** • **Grammar**: Preterite tense (regular and irregular verbs like ir, ser, hacer). • **Skills**: Discussing past activities, using past time phrases, phonics focus on the letter "c." **Module 2: Viajes (Travels)** **Unit 1: En ruta (On the road)** • **Grammar**: Comparatives (más/menos… que, tan… como), impersonal verb phrases (se puede(n) + infinitive). • **Skills**: Discussing travel plans, comparing modes of transport.
Lent 1	**Unit 2: La cultura en la calle (Culture on the street)** • **Grammar**: Superlatives (el/la/los/las más/menos…), if clauses in the present tense. • **Skills**: Talking about Spanish-speaking festivals, using “hay que + infinitive.” **Unit 3: Mis últimas vacaciones (My last vacation)**

	• **Grammar**: Acabar de + infinitive, lo + adjective (lo mejor/peor), preterite tense. • **Skills**: Describing holiday experiences, giving opinions in the past.
Lent 2	SPANISH ASSESSMENT: Receptive Skills Dictation (spelling), listening, reading Production Skills: Translation into French, Extending Writing **Unit 4: Alojamientos (Accommodation)** • **Grammar**: Imperfect tense (estar, tener), habia/era. • **Skills**: Describing where you stayed, giving positive/negative opinions. **Unit 5: Mi aventura por Latinoamérica (My adventure in Latin America)** • **Grammar**: Suelo + infinitive, using a range of tenses (present, preterite, imperfect, near future). • **Skills**: Discussing usual holiday activities, understanding different time references.
Trinity 1	**Module 3: Mi gente, mi mundo (My people, my world)** **Unit 1: Esta es mi gente (These are my people)** • **Grammar**: Present continuous tense, using ser for physical descriptions and estar for location. • **Skills**: Describing people and places in photos, discussing physical traits. **Unit 2: ¿A quién sigues? (Who do you follow?)** • **Grammar**: Desde hace + period of time, personal "a." • **Skills**: Talking about who you admire, discussing how long you've been following someone. **Unit 3: ¡Amigos para siempre! (Friends forever)** • **Grammar**: Reflexive verbs, using me and te before a verb. • **Skills**: Talking about friendships and relationships, discussing what makes a good friend.
Trinity 2	SPANISH ASSESSMENT: Receptive Skills Dictation (spelling), listening, reading Production Skills: Translation into French, Extending Writing **Unit 4: Así soy yo (This is who I am)** • **Grammar**: Para + infinitive, verbs of opinion (interesar, preocupar). • **Skills**: Talking about identity and what matters to you, listening for gist.
