



Curriculum Plan Spanish



Year 9	Golden Threads: State the big ideas that will be taught across the year (Threshold concepts) - The ability to express ideas in different time frames (present, past, future) - The use of opinion phrases and justifications to express preferences - Mastery of verb conjugation patterns (regular, irregular, reflexive) - Development of spontaneity and extended responses through structured scaffolding - Application of grammar knowledge in topic-based contexts				Enrichment: What is offered through the year to support learning in the classroom? - Cultural exposure to Spanish-speaking festivals and customs e.g. la tomatina - European Day of Languages - Opportunity to be an MFL Ambassador		Review and evaluation: Give date for review of the curriculum Sept 2027
	Topics	Assessment	Substantive Knowledge	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
Term 1	Mi colegio My school School subjects, opinions, timetable and facilities.	Knowledge Quiz Week 6 Students will need to: – Translate 4 words into Spanish – Conjugate the verb ir (to go) – Translate 4 full sentences from English to Spanish	- Vocabulary for school subjects and opinions. - Adjectival agreement. - Use of impersonal verbs (e.g. <i>me gusta / me gustan</i>). - Immediate future tense (<i>voy a estudiar</i>). - School facilities vocabulary and <i>se puede</i> + infinitive.	Students will be able to: - Use different tenses to describe school life. - Understand timetable structures in Spanish. - Develop extended written responses using opinions and justifications.	- Confusing <i>me gusta / me gustan</i> with subject-verb agreement. - Incorrect word order with adjectives. - Using subject pronouns unnecessarily in reflexive verbs.	• Present tense • Immediate future tense (<i>voy a + infinitive</i>) • School subjects vocabulary • Opinion phrases and justifications • Adjective agreement • Sequencers (<i>primero, luego, después</i>) • Impersonal verbs (<i>me gusta, me encantan</i>)	This unit builds directly on Year 8's work on expressing opinions (e.g. about animals, food and routines) and strengthens students' ability to justify those opinions with a wider range of vocabulary and more precise grammar. The introduction of the immediate future tense ("voy a estudiar") marks a key progression point, allowing students to begin expressing intentions and plans, which they will return to in more depth later in the year and in Year 10 when discussing school and future studies.
	Mi rutina diaria My daily routine Daily routine and extracurricular activities.	Listening, Reading and writing Assessment Week 6 Students will:	- Reflexive verbs in present tense. - Regular -AR verb conjugation.	Students will be able to: - Describe morning routines using reflexive verbs.	- Incorrect conjugation of reflexive verbs. - Forgetting to change reflexive pronoun to match the subject.	• Reflexive verbs in the present tense • Modal verbs (<i>debo, tengo que, se debe, se puede</i>)	In this term, students extend their knowledge of reflexive verbs from Year 7 and build on their understanding of



Curriculum Plan Spanish



		– Listen to a recording and answer questions about school subjects and timetables – Complete a reading comprehension on school life and opinions – Write a short text (40–50 words) about their school life and routine.	- Sequencing language (<i>antes de / después de</i>). - Key verbs: <i>debo, tengo que, se debe, se puede</i>.	- Use a variety of verbs and sequencers to describe a typical day. - Apply opinions in the context of school and hobbies.	- Overuse of <i>yo</i> in extended texts.	• Time expressions and sequencing language • Extracurricular activities vocabulary • Daily routine actions • Conjugation of regular -AR verbs	sequencing and time expressions. The inclusion of modal verbs is new, and helps them begin to express obligation and advice, structures which are developed further in GCSE contexts such as daily routine and healthy living. The topic also offers opportunities to revisit core grammar from Year 8 (e.g. AR verb conjugation and time phrases) in a new and more complex context.
Term 3	Mis planes para el futuro Talking about future plans		- Structures to express intent (<i>me gustaría, voy a, quisiera</i>). - Infinitive constructions. - Vocabulary for professions, ambitions and lifestyle.	Students will be able to: - Express wishes and intentions. - Combine future tense with opinion and justification.	- Difference between <i>quiero</i> and <i>me gusta</i>. - Incorrect use of infinitives after future tense phrases.	• Future tense structures (<i>voy a, me gustaría, quisiera</i>) • Professions and ambition-related vocabulary • Infinitive constructions • Complex opinion phrases (<i>pienso que, creo que, es importante...</i>) • Connectives for justification (<i>porque, ya que, sin embargo</i>)	This is a pivotal unit in terms of progression, as students move beyond the basic future structures introduced in Year 8 (“<i>voy a comer</i>”, “<i>me gustaría</i>”) and begin to manipulate a wider range of verbs that express wishes, intentions and ambitions (e.g. “<i>quisiera</i>”, “<i>tengo la intención de...</i>”). It lays the foundation for future GCSE content related to work, study



Curriculum Plan Spanish



							and personal goals, and encourages students to express abstract ideas with increasing independence and fluency.
Term 4	Las vacaciones y el clima Holidays and the weather Holidays (past, present and future)		- Present tense: <i>ir, estar, tener, soler</i>. - Present participle (<i>estoy comiendo</i>, etc.). - Preterite tense (<i>fui, comí, visité</i>). - Postcard structure.	Students will be able to: - Describe present and past holidays. - Talk about the weather. - Create cohesive texts using different tenses.	- Misuse of preterite endings (-é vs. -í). - Incorrect agreement of adjectives with nouns. - Confusing <i>fui</i> (I went or I was) with <i>fue</i> (he/she went) or he/she was).	• Preterite tense • Present tense irregular verbs (<i>ir, hacer, tener</i>) • <i>Soler + infinitive</i> • Weather expressions • Holiday activity and transport vocabulary • Use of present participle (<i>estoy comiendo</i>)	This is the first time students are expected to use the preterite tense productively in writing and speaking. It builds on prior work with the present and near future tenses and helps students start combining tenses across longer pieces of language. The topic consolidates vocabulary and grammar covered in previous food contexts from Year 8 but pushes students further by introducing narrative elements. This multi-tense approach closely mirrors the requirements of GCSE writing and speaking tasks, especially photo cards and role plays.



Curriculum Plan Spanish



Term 5	Mis pasatiempos y las fiestas de España My hobbies and Spanish festivals Focus on discussing hobbies, sports and Spanish festivals.		- Verbs like <i>preferir</i>, <i>jugar</i>, <i>hacer</i> in different tenses. - Making weekend plans (<i>voy a jugar, quiero ver...</i>) - Present tense irregular verbs and stem-changers. - Vocabulary for festivals and traditions.	Students will be able to: - Talk about sports. - Give opinions on films, TV and music. - Describe festivals and customs. - Plan activities using future structures.	- Incorrect conjugation of irregular verbs. - Confusing <i>jugar</i> with <i>tocar</i>. - Forgetting "a" after <i>jugar</i>.	• Irregular and stem-changing verbs (<i>jugar, preferir, ver, hacer</i>) • Media and technology vocabulary (TV, music, film) • Free time and sports vocabulary • Near future tense revision • Complex opinions (<i>me interesa, me chifla</i>) • Intensifiers and frequency expressions • Festival and tradition-related vocabulary	Students revisit and broaden their understanding of free time, hobbies and media, which were first covered in Year 8 Term 2 ("Mi tiempo libre"). Here, the focus is on expanding their range of regular and irregular verbs in the present and near future tenses and improving the fluency of spoken and written responses. The cultural content builds on Year 7 and Year 8 exposure to festivals and traditions (e.g. "El día de los Muertos") and provides a meaningful context for using complex syntax.
Term 6	Mis pasatiempos – activities, festivals En el supermercado	Formal assessment Weeks 2 & 3	- Shopping vocabulary and cultural items. - Introduction to "if" clauses: imperfect + conditional (<i>Si ganara la lotería... - If I won the lottery...</i>).	Students will be able to: - Express hypothetical situations.	- Difficulty recognising conditional tense. - Word order in "si" clauses.	• Conditional tense (<i>si + imperfect subjunctive + conditional</i>) • Shopping and transactional phrases	This final unit brings together grammar, vocabulary and phonics from across the year and introduces students to GCSE-level conditional structures ("si ganara la lotería, compraría...").



Curriculum Plan Spanish

