

Year 9 Curriculum Overview [2025-2026] Subject – Spanish

Autumn Term	Knowledge & Understanding			Literacy Skill	Employability Skills [if any]	Assessment Opportunities
	Composites	Components	Formal Retrieval [if any]	Opportunities for developing literacy skills		
T1.1	Module 1	[KEY concepts & subject specific vocab]				
Week 1 - 2	Unidad 1: Cosas que me chiflan	<ul style="list-style-type: none"> - Talking about things you like x2 - Using gustar with nouns x2 Grammar: <ul style="list-style-type: none"> - definite article with opinions - present tense of <i>ser</i> (full paradigm) 	<ul style="list-style-type: none"> - Gustar - -ar verbs - Present tense: regular verbs - Y8 NCELP SER AND ESTAR 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Week 3 - 4	Unidad 2: Mi semana	<ul style="list-style-type: none"> - Talking about your week - Using regular verbs in the present tense Grammar: <ul style="list-style-type: none"> - present tense of regular <i>-ar, -er and -ir</i> verbs (full paradigm) 	<ul style="list-style-type: none"> - Days of the week - Numbers - -ar / -er / -ir verbs - Present tense: regular verbs 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Week 5 - 6	Unidad 3: Cartelera de cine	<ul style="list-style-type: none"> - Talking about films - Using the verb <i>ir</i> in the present tense Grammar: <ul style="list-style-type: none"> - irregular verb <i>ir</i> (full paradigm) 	<ul style="list-style-type: none"> - -ar / -er / -ir verbs - Present tense: regular verbs 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Careers	Translating	Interpreting	Films			

Year 9 Curriculum Overview [2025-2026] Subject – Spanish

Autumn Term T1.2	Knowledge & Understanding			Literacy Skill	Employability Skills [if any]	Assessment Opportunities
	Composites Module 1	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]	Opportunities for developing literacy skills		
Week 1 - 2 Focused Q: ¿Cómo vas a celebrar tu cumpleaños?	Unidad 4: Un cumpleaños muy especial	<ul style="list-style-type: none"> - Talking about birthday celebrations - Using the near future tense <p>Grammar: The near future tense</p>	<ul style="list-style-type: none"> - Months - Numbers - Days of the week - Ir in the present 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Week 3 - 4	Unidad 5: ¿Donde? ¿Quien? ¿Qué? ¿Cuándo?	<ul style="list-style-type: none"> - Understanding longer, spoken texts - Using the four Ws when listening <p>Grammar: Nothing new</p>	<ul style="list-style-type: none"> - Question words - Present tense - Future tense - -ar / -er / -ir verbs 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Week 5 - 6	Zona Lectura: Club de cine	<ul style="list-style-type: none"> - Reading about films - Understanding authentic texts <p>Grammar: Nothing new</p>	<ul style="list-style-type: none"> - Gustar - -ar / -er / -ir verbs - Present tense: regular and irregular - Future tense using ir - Birthdays - Question words - Ser 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Careers	Translating	Interpreting	Films			

Catholicity Across the Spanish Curriculum	Solidarity and stewardship (Principles 3 and 7): <i>expressing opinions and deber</i> <ul style="list-style-type: none"> - Show students eco projects in Costa Rica through news articles, online texts. - Teaching of explicit vocab 'I must / we must', 'we are going to care...' - Create a poster in Spanish promoting care for the environment: the best one goes in the parent's newsletter and wins a prize.
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Autumn Term	Knowledge & Understanding			Literacy Skill	Employability Skills [if any]	Assessment Opportunities
	Composites	Components	Formal Retrieval [if any]	Opportunities for developing literacy skills		
T2.1	Module 2	[KEY concepts & subject specific vocab]				
Week 1 - 2 Focus Q: ¿En qué trabajas?	Unidad 1: Hotel Desastre	<ul style="list-style-type: none"> - Saying what you have to do at work - Using <i>tener que</i> Grammar: <i>tener que</i> + infinitive	<ul style="list-style-type: none"> - Y7 NCELP TENER - Opinions - Days of the week 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Week 3 – 4 Focus Q: ¿Qué te gustaría hacer?	Unidad 2: ¿En qué te gustaría trabajar?	<ul style="list-style-type: none"> - Saying what job you would like to do - Using correct adjective agreement Grammar: adjective agreement	<ul style="list-style-type: none"> - Y7 NCELP TENER - Opinions - Days of the week - Jobs - -ar verbs (trabajar) 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Week 5 - 6	Unidad 3: ¿Qué tal ayer en el trabajo?	<ul style="list-style-type: none"> - Saying what you did at work yesterday - Using the preterite of regular verbs Grammar: preterite tense of regular verbs	<ul style="list-style-type: none"> - Y8 NCELP preterite - Opinions - Jobs - Question words - -ar / -er / -ir verbs 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative

Careers	Translating	Interpreting	Careers adviser	Hotel receptionist		

**Year 9 Curriculum Overview [2024-2025]
Subject – Spanish**

Autumn Term T2.2	Knowledge & Understanding			Literacy Skill Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites Module 2	Components [KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
Week 1 – 2 Focus Q: ¿Como es tu dia típico?	Unidad 4: ¿Cómo es un día típico?	<ul style="list-style-type: none"> - Describing your job - Using the present and the preterite together Grammar: <ul style="list-style-type: none"> - using the present and the preterite together - the verb <i>ir</i> in the preterite tense 	<ul style="list-style-type: none"> - Opinions - Present tense -ar / -er / -ir verbs - Preterite tense - Ir in the present tense 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Week 3 – 4	Unidad 5: Mi diccionario y yo	<ul style="list-style-type: none"> - Checking for accuracy and looking up new words - Using reference material Grammar: Nothing new	<ul style="list-style-type: none"> - Opinions - Present tense - Preterite tense - Future tense - -ar / -er / -ir verbs 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Week 5 - 6	Unidad 6: ¡A trabajar!	<ul style="list-style-type: none"> - Coping with authentic texts - Skimming and scanning a text 	<ul style="list-style-type: none"> - Opinions - Present tense - Preterite tense - -ar / -er / -ir verbs 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB

		Grammar: Nothing new		- Longer sentences	- Reflective - Confidence	Formatives and summative
Careers	Translating	Interpreting	Teacher			
Catholicity Across the Spanish Curriculum	<p>Solidarity and stewardship (Principles 3 and 7): <i>expressing opinions and deber</i></p> <ul style="list-style-type: none"> - Reading comprehension via group work on indigenous culture in Puerto Rico. - Explicit teaching of vocabulary Los Tainos, paz, valorar, tradiciones, cultura - Taino-inspired artwork / poster to advocate for the solidarity of indigenous cultures. Advocacy <p>L1: Vocab L2: Reading comprehension L3: Artwork</p>					

Year 9 Curriculum Overview [2025-2026]
Subject – Spanish

Autumn Term	Knowledge & Understanding			Literacy Skill	Employability Skills [if any]	Assessment Opportunities
	Composites	Components	Formal Retrieval [if any]	Opportunities for developing literacy skills		
T3.1	Module 4	[KEY concepts & subject specific vocab]				
Week 1 – 2	Unidad 1: Niños del mundo	<ul style="list-style-type: none"> - Talking about children’s lives - Using the ‘he/she/it’ form of verbs <p>Grammar: third person present tense</p>	<ul style="list-style-type: none"> - NCELP -ER / -IR / -AR VERBS - Present tense - Opinions 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Week 3 – 4 Focus Q: ¿Qué son tus derechos?	Unidad 2: Mis derechos	<ul style="list-style-type: none"> - Talking about children’s rights - Using the verb <i>poder</i> <p>Grammar: <i>poder</i> (full paradigm)</p>	<ul style="list-style-type: none"> - NCELP Y7 PODER REVISITED - Present tense: irregular verbs 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Week 5 - 6 Focus Q: ¿Cómo vas al insti?	Unidad 3: ¿Cómo vas al insti?	<ul style="list-style-type: none"> - Talking about journeys to school - Using the comparative <p>Grammar: the comparative</p>	<ul style="list-style-type: none"> - Y8 NCELP COMPARATIVES - Ir in the present tense - opinions 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Careers	Translating	Interpreting	Politician			

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	Composites	Components	Formal Retrieval [if any]	Opportunities for developing literacy skills		
T3.2	Module 4	[KEY concepts & subject specific vocab]				
Week 1 – 2 Focus Q: ¿Como podemos salvar el planeta?	Unidad 4: ¡Un mundo mejor!	Talking about environmental issues Using the 'we' form of verbs Grammar: present tense of regular and irregular verbs	<ul style="list-style-type: none"> - Present tense - Regular verbs - Irregular verbs - -ar / -er / -ir - Opinions 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Week 3 – 4 Focus Q: ¿Recaudas dinero?	Unidad 5: <i>Recaudamos dinero</i>	Writing about raising money for charity Looking up verbs in a dictionary Grammar: Nothing new	<ul style="list-style-type: none"> - Present tense - Preterite tense - Future tense - Regular verbs - Irregular verbs - -ar / -er / -ir - Vocabulary - Opinions 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Week 5 - 6 Focus Q: ¿Cómo vas al insti?	Module 5 Unidad 1: ¡Mucho gusto!	Meeting and greeting people Using expressions with <i>tener</i> Grammar: <ul style="list-style-type: none"> - the verb <i>tener</i> - introducing people 	<ul style="list-style-type: none"> - Tener in the present tense - -er / -ir / -ar verbs - Opinions 	<ul style="list-style-type: none"> - Reading comprehension - Translating - Dictation - Reading aloud - Phonics - Longer sentences 	<ul style="list-style-type: none"> - Literacy - Oracy - Translation - Creativity - Organisation - Reflective - Confidence 	<ul style="list-style-type: none"> - Vocabulary tests - Questioning - MCQ - MWB - Formatives and summative
Careers	Translating	Interpreting	Politician	Geographer	Teacher	

**Catholicity
Across the
Spanish
Curriculum**

Solidarity and stewardship (Principles 3 and 7): *expressing opinions and deber*

- Reading comprehension via group work on indigenous culture in Puerto Rico.
- Explicit teaching of vocabulary Los Tainos, paz, valorar, tradiciones, cultura
- Taino-inspired artwork / poster to advocate for the solidarity of indigenous cultures. Advocacy

L1: Vocab

L2: Reading comprehension

L3: Artwork