



# Curriculum Map



Sandringham School  
Everybody can be Somebody

Subject: Spanish

Year group: 9

	Module 1	Module 2	Module 3 – New GCSE 2024 Edexcel
<b>Content</b>  <i>Declarative Knowledge: 'Know What'</i>	<b>Communicative Functions:</b> - Saying what I did and what I am going to do at the weekend - Making after-school plans with a friend - Describing a typical day in the present, past and future <b>Core Target Constructions &amp; Grammar:</b> Time marker + <i>voy a</i> + infinitive + prepositional phrase <i>Será</i> + intensifier + adjective Time marker + presente/ preterite + noun prepositional phrase Question word + modal verb + infinitive <i>Me gustaría</i> + infinitive <i>¡Qué</i> + adjective! Time marker + modal verb in the present/preterite + infinitive Time marker + modal verb/verb <i>IR</i> + infinitive <b>Core Vocabulary:</b> as per Sentence Builders.	<b>Communicative Functions:</b> - Describing a past holiday – where I went and where I stayed - Talking about what I did during a holiday and saying what I liked and disliked - Talking about a recent day trip <b>Core Target Constructions &amp; Grammar:</b> Time marker + present/preterite + noun or prepositional phrase Time marker + modal verb in the present/preterite + infinitive Time marker + modal verb/verb <i>IR</i> + infinitive <i>Lo mejor fue cuando</i> + preterite + prepositional phrase <i>En mi opinión</i> + <i>fuleron unas vacaciones</i> + adjective + adversative phrase Time marker + <i>hizo</i> + weather <i>Antes</i> + infinitive + preterite + prepositional phrase <b>Core Vocabulary:</b> as per Sentence Builders.	<b>Communicative Functions:</b> - Describing festivals in the Spanish-speaking world - Talking about memorable destinations in Spain and Latin America - Talking about your travel plans <b>Core Target Constructions &amp; Grammar:</b> Alternative verbs of opinion (including ' <i>me gustaría</i> + infinitive' / ' <i>quisiera</i> ') Use of <i>hay / es / está</i> <i>Hay que</i> + infinitive Simple <i>Si</i> clauses in the present tense Use of <i>se puede(n)</i> + infinitive Comparatives Superlatives Use of <i>lo</i> + adjective <i>Acabar de</i> and <i>soler</i> <b>Core Vocabulary:</b> as per Sentence Builders.
<b>Skills</b>  <i>Procedural Knowledge: 'Know How'</i>	Developing <b>all micro skills</b> of <b>listening, reading, speaking</b> and <b>writing</b> to be able to <b>decode</b> and <b>encode</b> messages for <b>effective communication</b> . Developing <b>autonomous recall</b> and <b>fluency</b> skills through routinisation and fluency training. Developing <b>learner autonomy</b> : organising, learning and reviewing new language autonomously to enhance mastery of and fluency in the target language.		
<b>Key Questions</b>	¿Qué vas a hacer el fin de semana próximo? ¿Qué hiciste el fin de semana pasado? ¿Te gustaría ir al cine conmigo?	¿Adónde fuiste de vacaciones? ¿Dónde te alojaste? ¿Qué había en el hotel? ¿Qué hiciste? ¿Te gustaron las vacaciones? ¿Qué tiempo hizo?	¿Qué piensas de las fiestas españolas? ¿Cuál es tu festival favorito? ¿En qué fiesta te gustaría participar en el futuro?
<b>Assessment (See SoL)</b>	<b>Formative</b> and <b>summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>	<b>Formative</b> and <b>summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>	<b>Formative</b> and <b>summative</b> assessment in: <b>Listening, Reading, Grammar, Writing and Speaking</b>
<b>Literacy/ Numeracy/ SMSC/ Character</b>	Developing an <b>understanding</b> of the <b>phonological</b> and <b>graphological systems</b> of the target language and their <b>sound-symbol correspondence</b> , as well as of the <b>key structural, morphological</b> and <b>syntactic patterns</b> . Understanding and dealing with <b>cultural barriers</b> to <b>prevent breakdown in communication</b> and <b>develop intercultural competence</b> . Developing new perspectives through comparisons with own culture to foster <b>positive attitudes towards the target culture</b> .		