



Curriculum Plan – Spanish (From 2025)

Year 7

	Autumn	Spring	Summer
Unit/Topics	<u>Me presento</u> (I introduce myself) <u>Vocabulary:</u> - Meeting & greeting people. - Classroom instructions. - Days of the week, months and numbers up to 31. - Age and birthday. - Pets. - Colours. - Personality. <u>Grammar:</u> - The indefinite articles: “<i>un, una, unos, unas</i>”. - Plural words. - The verb “<i>tener</i>” (I/you). - Adjective agreements. - The verb “<i>ser</i>”: (I/you). - The negative forms. - Intensifiers (“<i>muy, bastante, un poco</i>”) - Connectives (“<i>y, pero</i>”). <u>Cultural content:</u> Spanish speaking countries around the world. <u>Mi familia y mis amigos</u> (My family and friends) <u>Vocabulary:</u> - Physical description. - Family members. - Higher numbers. - Describing someone. <u>Grammar:</u> - The definite articles. - The verbs “<i>tener</i>” and “<i>ser</i>” (I/you/ he or she) - Negative forms. - Adjective agreements. - Possessive adjectives.	<u>Mi insti</u> (My school) <u>Vocabulary:</u> - School subjects. - Opinions and reasons. - School facilities. - Activities at breaktime. <u>Grammar:</u> -AR verbs (I/you/he/she/we). -ER/IR verbs (I/you/he/she/we). “<i>Me encanta(n), Me gusta(n)...</i>” - Negative forms. - Adjective agreements. - Connectives (“<i>y, pero, porque</i>”) “<i>Hay / no hay...</i>” - Definite and indefinite articles. <u>Mi Tiempo libre</u> (My Free-time) <u>Vocabulary:</u> - Free time activities. - Sports. - The weather. <u>Grammar:</u> “<i>me gusta</i>”+ the infinitive. -AR verbs in the present tense. (I/you/he/she/we) - The verbs “<i>jugar</i>” and “<i>hacer</i>”. - Connectives (“<i>y, o, pero, porque</i>”). - Complex sentences beginning with “<i>cuando</i>”. <u>Cultural content:</u> Spanish festivals including Holy Week. Phonics are taught in an embedded approach in all stages of the learning journey.	<u>Mi ciudad</u> (My town) <u>Vocabulary:</u> - Places in a town. - The time. - Plans for the weekend. <u>Grammar:</u> “<i>Un/unos, una/unas, muchos/muchas.</i>” “<i>Hay / no hay...</i>” - The verb “<i>Ir</i>” (I/you/he/she/we). - The near future tense. - Sequencers (“<i>primero, luego, finalmente</i>”). <u>Cultural content:</u> Spanish cities (Barcelona, Sevilla). <u>Un poco de todo.</u> (Retrieval of key knowledge and skills) <u>Auto-portrait:</u> speaking skills. <u>The time capsule:</u> comprehension and writing skills. <u>Free time:</u> speaking skills. <u>Where I live:</u> listening skills. Phonics are taught in an embedded approach in all stages of the learning journey.

	Cultural content: Christmas in Spain. Phonics are taught in an embedded approach in all stages of the learning journey.		
Key Assessment	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages). - A mid-term assessment (multi-choice questions, listening, reading and translation tasks). - A speaking assessment.	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages). - A mid-term assessment (multi-choice questions, listening, reading and translation tasks). - A writing assessment.	- Vocabulary tests built in the curriculum. - A mid-term assessment (multi-choice questions, listening, reading and translation tasks). - An End of Y7 assessment.
Why is it studied? <i>(Why are these topics taught here? Why is it important? How does it link with prior or future knowledge? What skills are taught which build on previous or link to future?)</i>	It is worth noting that not all Year 7 students have studied the same language at KS2. This first topic “Me presento” gives our Year 7 students the skills to introduce themselves in Spanish and the opportunity to recall previous learning in primary school. The second topic “Mi familia y mis amigos” allows students to build on their previous learning this term. Students should be able to talk about themselves (I) and then someone else (he/she) using the essential verbs “to be” and “to have”.	These two topics “mi insti” and “Mi tiempo libre” enable students to develop their sentences with the introduction of the present tense using a range of verbs and opinions/reasons. Students can further develop their speaking and writing skills by creating complex sentences beginning with “when”.	The topic “Mi ciudad” introduces the verb “to go” and the near future tense as these two grammatical concepts work together. There is a logic behind our grammatical progression from KS3 to KS4. The last topic “un poco de todo” allows students to revisit the key vocabulary and concepts learnt this academic year. Retrieval practice is a key element of progress in languages.



Year 8

	Autumn	Spring	Summer
Unit/Topics	<u>Mis Vacaciones (My holidays)</u> <u>Vocabulary:</u> • Where? When? Who with? • Transports. • Activities in the past. • Opinions. <u>Grammar:</u> • -AR verbs in the preterite tense. (I/you/he/she/we) • -ER/-IR verbs in the preterite tense. (I/you/he/she/we) • The verb “ir” in the preterite tense. (I/you/he/she/we) • Negative sentences. • Exclamations (opinions). • Time phrases. • Opinions in the preterite tense. (preterite of “ser”). <u>Mi vida (My life)</u> <u>Vocabulary:</u> • Mobile phones. • Genres of music. • TV programmes. • Leisure activities in the past. <u>Grammar:</u> • The present tense of all verbs. • The comparative. • The preterite tense of -AR/-ER/-IR verbs. • The verb “hacer” in the preterite tense. • Negative sentences. • Time phrases (expressions of frequency and sequencers). <u>Cultural Content:</u> Music in Spanish speaking countries.	<u>¡A comer! (Let’s eat!)</u> <u>Vocabulary:</u> • Food and drinks. • Opinions. • Mealtimes. • Ordering a meal. • A party in the past. <u>Grammar:</u> • Opinion phrases. • The indefinite articles. • Negative sentences. • The present tense. • The preterite tense. • The near future tense. • The use of “usted(es)”. • Combining 2/3 tenses. • Time phrases (expressions of frequency and sequencers). <u>Cultural content</u> : Food in Spanish speaking countries. <u>¿Qué hacemos? (What are we doing?)</u> <u>Vocabulary:</u> • Arranging to go out (places in a town, time and location). • Making excuses. • Daily routine. • Clothes and colours. • A special occasion. <u>Grammar:</u> • “Me gustaría” + the infinitive. (The conditional tense). • Modal verbs (“poder, querer”). • “Tengo que” + the infinitive. • Reflexive verbs. • Time phrases (expressions of frequency and sequencers). • Adjective agreements. • Using 3 tenses.	<u>Este Verano (This summer)</u> <u>Vocabulary:</u> • Accommodation. • Activities to do. • Summer camps. <u>Grammar:</u> • The definite and indefinite articles. • Plural words. • “ser” and “estar”. • The comparative. • The superlative. • Adjective agreements. • “Se puede(n)” + the infinitive. • Using 3 tenses together. • Time phrases (expressions of frequency and sequencers). <u>Un poco de todo.</u> (Retrieval of key knowledge and skills) • Young people’s lives in Peru and Spain: listening and reading skills. • A TV guide: reading skills. • An account of a party: Speaking skills. • A world trip: listening skills. Phonics are taught in an embedded approach in all stages of the learning journey.

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Key Assessment	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages). - A mid-term assessment (multi-choice questions, listening, reading and translation tasks). - A writing assessment.	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages). - A mid-term assessment (multi-choice questions, listening, reading and translation tasks). - A speaking assessment.	- Vocabulary tests built in the curriculum. - A mid-term assessment (multi-choice questions, listening, reading and translation tasks). - An End of Y8 assessment.
Why is it studied? (Why are these topics taught here? Why is it important? How does it link with prior or future knowledge? What skills are taught which build on previous or link to future?)	The tenses are an essential part of learning a language and the introduction/recall of each tense has been carefully planned throughout KS3 and KS4. The first topic “Mis vacaciones” introduces the preterite tense. The second topic “Mi vida” gives students the opportunity to revisit the present tense and other key concepts learnt in Year 7 and to look at the preterite tense more in depth.	This term, we are developing the use of three tenses together which give students the chance to revisit the present and near future tense. These two topics introduce other fundamental concepts such as the formal and informal speech, reflexive verbs and the conditional tense.	The topic “Este verano” enables students to further develop the use of different time frames and introduce some more complex elements such as the difference between “ser” and “estar”, the superlative and the pronunciation of the letter “ü”. The last topic “un poco de todo” allows students to revisit the key vocabulary and concepts learnt this academic year. Retrieval practice is a key element of progress in languages.



Year 9

	Autumn	Spring	Summer
Unit/Topics	<u>Lo que me gusta (What I like)</u> <u>Vocabulary:</u> - Things I like or dislike. - What I do during the week. - Genres of Films. - A special day. <u>Grammar:</u> - The definite and indefinite articles. - Opinion phrases. - The present tense. (I/you/he/she/we/they) - The present tense of “<i>hacer</i>”, “<i>ir</i>” and “<i>ser</i>”. - Expressions of frequency. - The near future tense. (I/you/he/she/we/they) - The preterite tense. (I/you/he/she/we/they) - Negative sentences. - Connectives (“<i>asi que</i>, <i>cuando</i>, <i>donde...</i>”) - Question words. <u>Cultural Content:</u> Birthday traditions in Spanish speaking countries (“<i>la quinceañera</i>”, “<i>la piñata</i>”, “<i>las mañanitas</i>”). <u>En forma (Healthy living)</u> <u>Vocabulary:</u> - Heathy eating. - Sports. - Daily routine and time. - Getting fit. - Ailments. <u>Grammar:</u> - Opinion phrases. - The present tense. (I/you/he/she/we/they) - Direct object pronouns. “<i>Jugar</i>” and “<i>Hacer</i>”. - Stem-changing verbs. - The imperfect tense. (I/you/he/she)	<u>Mi Trabajo (My Job)</u> <u>Vocabulary:</u> - Jobs and responsibilities. - Dream job. - Activities at work in the past. - Future plans. <u>Grammar:</u> “<i>Tener que</i>” + the infinitive. - Noun agreements. - Adjective agreements. - The conditional tense. - Opinion phrases. - The preterite tense. - The near future tense. - Negative sentences. - Time phrases (expressions of frequency and sequencers). - Combining different tenses. <u>Una Aventura a Madrid (An adventure in Madrid)</u> <u>Vocabulary:</u> - A day trip in the past. - Buying souvenirs. - Tourist activities. - Weather. <u>Grammar:</u> - The verb “<i>querer</i>”. - The preterite tense. (especially irregular verbs) - Adjective agreements. - The comparative. - The superlative. “<i>Tú</i>” and “<i>usted</i>”. - The near future tense. - The simple future tense. (I/you/he/she/we/they) - Negative sentences. - Complex sentences beginning with “<i>si</i>”. - Combining different tenses. - Time phrases and sequencers.	<u>Mi mundo en general (My World in general)</u> <u>Vocabulary:</u> - Young people and rights. - Fair trade. - Transports. - Environmental issues. - Changes in a town/city. <u>Grammar:</u> - The verbs “<i>poder</i>” and “<i>tener</i>”. - The verb “<i>ir</i>”. - The comparative. - The imperfect tense. “<i>Se deberia</i>” + the infinitive. - Use of “<i>we</i>” form of verbs. - Negative sentences. - Complex sentences beginning with “<i>para...</i>”. <u>Un poco de todo.</u> (Retrieval of key knowledge and skills) - Descriptions of days out: listening skills. - Fitness and Routine: speaking skills. - Accuracy check: Writing skills. - Authentic texts: reading skills. - World issues: Reading skills. Phonics are taught in an embedded approach in all stages of the learning journey.



	• Reflexive verbs. • “se debe” + the infinitive. • Negative sentences. • Time phrases (expressions of frequency and sequencers). Phonics are taught in an embedded approach in all stages of the learning journey.	Cultural Content: The city of Madrid. Phonics are taught in an embedded approach in all stages of the learning journey.	
Key Assessment	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages). - A listening and reading assessment “Lo que me gusta” (including a translation task, Spanish to English). - A speaking assessment “En forma”.	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages). - A listening and reading assessment “Mi trabajo” (including a translation task, Spanish to English). - A writing assessment “Una Aventura a Madrid” (including a translation task, English to Spanish).	- Vocabulary tests built in the curriculum. - A listening and reading assessment (including a translation task). - An End of Y9 assessment.
Why is it studied? <i>(Why are these topics taught here? Why is it important? How does it link with prior or future knowledge? What skills are taught which build on previous or link to future?)</i>	These topics have been sequenced to allow students to revisit the tenses and other key concepts learnt in Years 7 and 8 and to introduce the imperfect tense. The second topic “En forma” introduces the imperfect tense and more complex elements of the language such as the direct object pronouns and revisits the reflexive verbs.	This term, we are further developing the use of different tenses together which give students the chance to revisit the present, preterite and near future tenses. These two topics revisit other fundamental concepts such as the comparative/ superlative, adjective agreements. The simple future tense is introduced and students are encouraged to use more complex sentences in their work.	The topic “Mi mundo en general” enable students to access a range of vocabulary and more complexity in grammatical features. The last topic “un poco de todo” allows students to revisit the key vocabulary and concepts learnt this academic year. Retrieval practice is a key element of progress in languages. The aim of this KS3 curriculum is to build firm foundations of language learning prior to KS4.



Year 10 (Pearson Edexcel GCSE)

	Autumn	Spring	Summer
Theme/Topics	Term 1.1 – ¡Diviértete! <u>My Personal World.</u> <u>Media and technology.</u> Vocabulary: • Life online. • Sports and free-time activities. • Arranging to go out. • What you did last weekend. • Days that went wrong. Grammar: • Using adjectives in Spanish. • Revising the present tense. • Using expressions of frequency. • Revising the irregular present tense verbs. • Using opinion verbs and expressions. • Using the near future tense. • Using the preterite tense. • Using direct object pronouns. • Using 3 tenses. Term 1.2 – Mi gente, Mi mundo <u>My Personal World.</u> <u>Media and technology.</u> Vocabulary: • Different families. • Describing people. • People you admire. • Friendships and relationships. • Your identity and what matters to you. • Problems and advice. Grammar: • Using possessive adjectives. • Using the present continuous. • Ser and Estar • Reflexive verbs. • The personal “a” • Desde hace ... • Using “para” + infinitive.	Term 2.1 – Mi Estilo de vida <u>Lifestyle and wellbeing.</u> Vocabulary: • Food and drinks. • Healthy daily routines. • Mealtimes and food trends. • Old and new habits. • Illnesses and injuries. • Future plans for health and wellbeing. Grammar: • Adjectives of nationality. • Indefinite adjectives. • Tener + noun. • Direct object pronouns. • Using the imperfect tense. • Ya no + verb • Reflexive verbs in the preterite tense. • Using the simple future tense. Term 2.2: Mi barrio y yo. <u>My neighbourhood.</u> Vocabulary: • Describing cities. • How a city has changed. • Shopping preferences. • Preferences where you live. • Your area. Grammar: • Demonstrative adjectives. • The imperfect tense. • Direct object pronouns. • Present subjunctive with “cuando”. • Using a variety of tenses. Phonics are taught in an embedded approach in all stages of the learning journey.	Term 3.1 – Un mundo mejor para todos. <u>My neighbourhood.</u> Vocabulary: • Natural wonders in Spanish-Speaking countries. • Helping in your community. • Climate change. • The environment. • Solutions. Grammar: • Pronouns after prepositions. • The imperative. • The passive. • The imperfect continuous tense. • Practising negatives. • Present subjunctive. • Se debería + infinitive. Exam techniques and preparation for End of Y10 assessments.

	Phonics are taught in an embedded approach in all stages of the learning journey.		
Key Assessment	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages). - A listening and reading assessment: it includes a translation task, English to Spanish and a dictation. - A speaking assessment.	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages). - A listening and reading assessment: it includes a translation task, English to Spanish and a dictation. - A writing assessment. (Home, town, neighbourhood and region).	- Vocabulary tests built in the curriculum. - End of Year 10 assessments: A listening and reading assessment. (all topics studied from the start of Year 10) and a writing assessment (including a translation task, English to Spanish).
Why is it studied? <i>(Why are these topics taught here? Why is it important? How does it link with prior or future knowledge? What skills are taught which build on previous or link to future?)</i>	We are following the thematic context provided by the exam board (Pearson Edexcel). A relevant and logical sequencing of the topics within each theme has been planned to ensure that the range and complexity of vocabulary and grammatical features increase over the time. There are many opportunities to revisit the foundation content learnt at KS3. The topics chosen for Term 1 create a relevant transition between KS3 and KS4. Within each topic, students are practising their comprehension (listening and reading) and productive skills (speaking and writing).	It seems logical to complete Theme 1 first. During this term, the complexity of grammatical and lexical contents increases with the introduction of the subjunctive and the use of direct object pronouns. Students are systematically working on their comprehension (listening and reading) and productive skills (speaking and writing) for each topic.	



Year 11 (Pearson Edexcel GCSE)

	Autumn	Spring	Summer
Theme/Topics	Term 1.1: Viajes <u>Travel and Tourism.</u> Vocabulary: • Travel plans. • Festivals in the Spanish-speaking world. • What you did on holiday. • Where you stayed. • Giving opinions in the past. Grammar: • Comparatives. • Se puede(n) + infinitive. • The superlative. • Using “if” clauses with the present tense. • Acabar de + infinitive. • The imperfect tense. • Suelo + infinitive. Term 1.2: ¡A clase! <u>Studying and my Future.</u> Vocabulary: • Schools in Spain. • A typical day at school. • Your studies. • Students and teachers. • A school trip in the past. Grammar: • Absolute superlatives. • Relative pronouns. • Lo que... • Conditional tense. • Impersonal verbs with an infinitive. • Using negatives. • Forming questions. • Adjectives and adverbs. • False friends.	Term 2.1: EL future te espera <u>Studying and my Future.</u> Vocabulary: • Plans for the future. • Getting a job. • Future career intentions. • The importance of learning languages. • Changes in the world of work. • The impact of artificial intelligence. Grammar: • Spanish stress patterns. • Seguir/continuar + present participle. • Possessive adjectives. • Prepositions followed by the infinitive. • Masculine/feminine words for jobs. • The suffix -dad/-idad. • Para que + present subjunctive. • Infinitive of a conjugated verb. Phonics are taught in an embedded approach in all stages of the learning journey. Preparation for Speaking Prep examination (Read Aloud, Role-play, Photo card and Conversation practice).	Revision of all the GCSE thematic contexts including exam techniques for listening, reading and writing. My personal world. Media and technology. Lifestyle and wellbeing. My neighbourhood. Studying and my future.

	Phonics are taught in an embedded approach in all stages of the learning journey.		
Key Assessment	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages) - A writing assessment. (Travel and Tourism). - Y11 prep examinations (Listening, reading papers).	- Vocabulary tests built in the curriculum. (Learning vocabulary is crucial for students to become proficient in languages) - A listening and reading assessment. It includes a translation task, English to Spanish and a dictation. - Speaking prep examination.	- Speaking GCSE examination. (April) - Listening and Reading GCSE Examinations. - Writing GCSE Examination.
Why is it studied? (Why are these topics taught here? Why is it important? How does it link with prior or future knowledge? What skills are taught which build on previous or link to future?)	Whilst planning the curriculum, we make sure that the learning experience is relevant to students. It is easier to talk or write down about holidays after the summer break. Then, we move on to the last theme. Complex features such as the imperfect tense and comparisons are revisited.	Once again, as Year 11 are deciding what they will be doing after their GCSE, it seems logical to talk or write down about jobs and future plans in Spanish. This unit gives students an opportunity to revisit some very difficult features of the language and to achieve the highest grades.	