

Spanish Curriculum Map



Year 7

Rationale and Links to The National Curriculum

The Year 7 course entitled 'All about me!', introduces students to the vocabulary needed to talk about themselves and others, describing their relationships with family and friends, talking about their pets and life at school. Students will develop their understanding of Spanish grammar to enable them to share their ideas and express their opinions. Students will learn the regular verb endings and some of the most common irregular verbs. Students will learn how to express themselves using the near-future and conditional tenses, thus referring to different time frames. Students will begin to form extended sentences, using opinion phrases, justifications and a range of adjectives and connectives. Phonics are embedded into the course and many opportunities are given to students to practise their pronunciation and productive skills in speaking. Hispanic cultural differences are shared throughout the course and the end of course project introduces students to some of the differences between schools in England and schools in Spain.

	Term 1	Term 2	Term 3
Key Topics	- All about me! - Phonics - Introducing myself – name, age & birthday - Physical appearance & character - Culture: The festive season in Spain	- New Year's resolutions - Describing household pets - Culture – The 'Encanto Family' tree - Describing family & friends - Getting on with people	- My pencil case - School subjects & opinions - Teachers & opinions - School uniform & school rules - Culture: Schools in Spain vs England
Substantive Knowledge (The knowledge the students will develop)	Phonics - The 5 pure Spanish vowel sounds: a, e, i, o, u - Common consonants and digraphs: ch, ll, ñ, r, rr, j, z, v, h (silent), qu - Key pronunciation rules: ca, co, cu / ce, ci ga, go, gu / ge, gi - The function of the accent to indicate stress Introducing myself – name, age & bBirthday	New Year's resolutions - Vocabulary related to goals and self-improvement: <i>quiero, voy a, me gustaría, debería</i> - Common resolution phrases: <i>hacer más ejercicio, comer mejor, estudiar más, ser amable</i> - Simple future intention expressions - Expressions of desire and obligation using <i>querer, ir a, deber</i>	My pencil case - Vocabulary for school items: <i>bolígrafo, lápiz, regla, goma, sacapuntas, cuaderno, mochila, estuche</i> - Colour vocabulary and colour agreement: <i>rojo, azul, verde, negro, blanco, amarillo</i> - Use of <i>hay</i> (there is/are): <i>hay un lápiz</i> and <i>no hay</i> (there isn't/aren't) - Use of <i>tengo</i> (I have): <i>tengo un lápiz</i> and <i>no tengo</i> (I don't have) - Agreement of adjectives with nouns: <i>una goma rosa, un bolígrafo negro</i>

	• Basic greetings and farewells: <i>Hola, ¿cómo estás?, buenos días, buenas tardes, adiós</i> • How to introduce themselves: <i>¿Cómo te llamas? Me llamo...</i> • How to say how old they are: <i>¿Cuántos años tienes? Tengo ... años</i> • Numbers 1–31 • How to give their birthday: <i>¿Cuándo es tu cumpleaños? Mi cumpleaños es el ... de ...</i> • The months of the year: <i>enero – diciembre</i> • Basic punctuation and capitalisation rules for dates in Spanish • Understanding question formation • Introduction to <i>llamarse</i> and <i>tener</i> in the first & second person • Use of numbers with ages • Use of <i>el</i> when giving dates: <i>el 5 de mayo</i> Physical appearance & character • Key vocabulary to describe: ○ Hair: <i>pelo largo/corto/liso/rizado/moreno/rubio</i> ○ Eyes: <i>ojos azules/verdes/marrones</i> ○ Height and build: <i>alto/a, bajo/a, delgado/a</i> ○ Character traits: <i>simpático/a, divertido/a, tímido/a, hablador/a, inteligente, trabajador/a</i> • Common intensifiers: <i>muy, bastante, un poco</i> • Basic negative phrases: <i>no soy tímido/a</i>	Describing household pets • Vocabulary for common pets: <i>perro, gato, pez, pájaro, hámster</i> • Describing characteristics of pets: size, color, personality (<i>grande, pequeño, negro, amable, juguetón</i>) • Use of <i>tener</i> for possession: <i>Tengo un perro</i> • Use of <i>tener</i> in the conditional tense: <i>Me gustaría tener un gato</i> • Simple opinions about pets Family tree & talking about family • Family members vocabulary: <i>madre, padre, hermano, hermana, abuelo, abuela, tío, tía, primo</i> • Describing relationships and family structure • Using possessive adjectives: <i>mi, mis, tu, tus, su, sus</i> • Describing people in the family: appearance and personality • Talking about ages and birthdays within family Getting on with people • Vocabulary related to relationships and feelings: <i>amigo, enemigo, compañero, amable, generoso, egoísta</i> • Expressing opinions with reasons • Using the reflexive: <i>Me llevo bien con... / No me llevo bien con...</i> • Expressing opinions with reasons • Using conjunctions: <i>porque, pero, y</i>	• Definite and indefinite articles revisited: <i>el/la, un/una</i> • Introduction to plural forms and simple quantity expressions: <i>dos lápices, muchos bolígrafos</i> School subjects & opinions • Vocabulary for school subjects: <i>matemáticas, ciencias, inglés, historia, geografía, arte, educación física, informática</i> • Expressing opinions and preferences: <i>me gusta(n), no me gusta(n), prefiero</i> • Giving reasons using <i>porque</i> + adjective: <i>porque es interesante/aburrido/difícil/fácil/divertido</i> • Introduction to <i>encantar, odiar</i> • Sentence structures: <i>Me gusta el inglés porque es divertido</i> • Time expressions: <i>los lunes, por la mañana, a las diez</i> Teachers & opinions • Vocabulary to describe teachers: <i>simpático/a, estricto/a, divertido/a, paciente, severo/a</i> • Using <i>ser</i> to describe teachers: <i>Mi profesora de español es simpática</i> • Combining opinions about subjects and teachers • Introduction to comparatives: <i>más... que / menos... que</i>
--	---	--	---

	• Use of <i>ser</i> and <i>tener</i> in the first and third person (<i>Soy simpática / Tiene los ojos verdes</i>) • Gender and adjective agreement: <i>alto</i> vs. <i>alta</i> • Definite and indefinite articles: <i>el/la, un/una</i> • Word order: noun before adjective (e.g. <i>pelo largo</i>) Culture: The festive season in Spain • Key Spanish festive celebrations: <i>Navidad</i> (Christmas), <i>Los Reyes Magos</i> (Three Kings' Day), <i>Nochebuena</i> (Christmas Eve), <i>La Nochevieja</i> (New Year's Eve) • Typical customs and traditions: nativity scenes (<i>belenes</i>), <i>caga tió</i> (Catalan tradition), festive foods • Dates and significance of celebrations • Differences and similarities between festivities in England and Spain. •		School uniform & rules • Vocabulary for school clothing: <i>camisa, pantalones, falda, corbata, zapatos, chaqueta</i> • Colours and clothing adjectives (revision of agreement) • Expressing opinions about uniform • Introduction to school rules vocabulary: <i>se debe, no se debe, hay que, está prohibido</i> • Examples of rules: <i>Se debe llegar a tiempo, No se debe correr en los pasillos</i> Culture: Schools in Spain vs England • School day differences: timings, subjects, holidays • Differences in lunch, homework, grading • Typical school schedule in Spain • Vocabulary for school types: <i>instituto, colegio público/privado, primaria, secundaria</i> • Cultural norms: formal/informal address (tú vs usted), teacher-student relationships
Disciplinary Knowledge (The skills and approaches that students will develop)	Phonics • Understanding the relationship between spelling and sound in Spanish • Developing phonological awareness to support pronunciation, listening and decoding • Accurately pronouncing new words using learned phonics rules • Listening for key sounds in spoken language to aid comprehension • Identifying pronunciation differences between English and Spanish	New Year's resolutions • Formulating simple intentions and desires in another language • Using modal verbs and expressions for obligation • Expressing future intentions • Constructing sentences expressing hopes and plans • Listening for specific information in conversations about resolutions	My pencil case • Using <i>hay</i> and <i>no hay</i> to describe what is in their pencil case • Applying colour agreement rules with nouns • Constructing short descriptive sentences • Recognising classroom object vocabulary in listening/reading tasks School subjects & opinions • Giving and justifying opinions in speaking and writing

	Introducing myself – name, age & birthday - Knowing how to structure basic personal information using high-frequency verbs (<i>llamarse, tener</i>) - Recognising contextual appropriateness of greetings and responses - Asking and answering personal questions (name, age, birthday) - Listening for and retrieving specific information from short spoken texts - Responding to questions with short sentences or phrases - Using modelled language to build simple sentences - Translating short, familiar phrases between Spanish and English Physical appearance & character - Understanding how adjectives change based on gender and number - Recognising the role of word order in Spanish descriptive structures - Creating short written and spoken descriptions of self and others - Selecting and combining appropriate vocabulary to describe physical and personality traits - Using simple intensifiers (<i>muy, bastante, un poco</i>) to give detail - Recognising descriptive phrases in reading and listening tasks - Using sentence-building strategies and scaffolded frames to create extended responses	Describing household pets - Using <i>tener</i> for possession and simple adjectives for description - Applying agreement rules for adjectives with nouns - Writing simple descriptions - Recognising descriptive language in reading and listening Family tree & talking about family - Understanding family vocabulary and relationships - Using possessive adjectives correctly - Creating family trees - Creating descriptions of family and friends - Asking and answering questions about family members Getting on with people - Using verbs and phrases to describe relationships and feelings - Expressing opinions with supporting reasons - Role-playing social situations and expressing likes/dislikes - Writing short paragraphs about relationships	- Recognising and understanding different opinions in texts - Using linking words (<i>porque, pero</i>) to create longer sentences - Listening for subject-related vocabulary and opinions Teachers & opinions - Describing teachers using <i>ser</i> + adjectives - Comparing teachers using simple comparative structures - Forming extended descriptions with opinions and reasons - Reading short texts describing school life School uniform & rules - Describing clothing using correct adjective agreement - Understanding and using modal structures to express rules - Writing and speaking about their own school uniform and expectations - Comparing school systems and rules in Spanish and English contexts Culture: Schools in Spain vs England - Making comparisons between familiar and unfamiliar school contexts - Understanding how education reflects cultural values - Engaging with authentic materials (timetables, school websites) - Expressing simple comparisons in writing and discussion
--	--	---	---

	Culture: The festive season in Spain • Understanding how cultural traditions reflect social values and identity • Recognising the diversity within Spanish-speaking cultures • Interpreting authentic cultural materials (images, videos) • Comparing cultural traditions and expressing similarities/differences		
Assessment (The methods that teachers will use to assess the progress of all students)	There is a summative assessment each half term to review understanding of the vocabulary and structures learned. Students are provided with a vocabulary sheet detailing the relevant words and complete a range of guided revision tasks such as creating revision posters, flashcards, board games etc Half Term 1: Name, age & birthdays Half Term 2: Descriptions A Key Piece of Work is produced at the end of each term, which enables the students to showcase what they have learned. Autumn Term Key Piece of Work: All about me! This Key Piece of Work focuses on introducing themselves: providing their name, age and birthday, as well as describing their physical appearance and character.	There is a summative assessment each half term to review understanding of the vocabulary and structures learned. Students are provided with a vocabulary sheet detailing the relevant words and complete a range of guided revision tasks such as creating revision posters, flashcards, board games etc Half Term 3: Pets Half Term 4: Family & friends A Key Piece of Work is produced at the end of each term, which enables the students to showcase what they have learned. Spring Term Key Piece of Work: My family & friends This Key Piece of Work focuses on describing their pets and the pets they would like to have in the future, as well as talking about how they get on with their family and friends.	There is a summative assessment each half term to review understanding of the vocabulary and structures learned. Students are provided with a vocabulary sheet detailing the relevant words and complete a range of guided revision tasks such as creating revision posters, flashcards, board games etc Half Term 5: My pencil case Half Term 6: My school A Key Piece of Work is produced at the end of each term, which enables the students to showcase what they have learned. Summer Term Key Piece of Work: My school This Key Piece of Work focuses on talking about their school: opinions on different subjects and teachers, as well as talking about their school uniform, equipment and school rules.

Reading, Writing and Vocabulary	Literacy - Developing oracy through structured speaking tasks (e.g. introducing themselves, describing people) - Building vocabulary knowledge and using subject-specific terminology (e.g. adjectives, possessive pronouns) - Applying phonics rules to improve decoding, pronunciation, and reading fluency - Using sentence starters and frames to support extended writing and speaking (e.g. <i>"Me llamo..."</i>, <i>"Tengo el pelo..."</i>, <i>"Soy..."</i>) - Learning and applying punctuation and capitalisation conventions in Spanish (e.g. months and days are not capitalised)	Literacy - Building and using topic-specific vocabulary: family terms, pets, personality traits, resolutions - Practising gender and number agreement in descriptive writing - Using conjunctions to link ideas (<i>y</i>, <i>pero</i>, <i>porque</i>) - Developing sentence-building skills with modal verbs (<i>quiero</i>, <i>debo</i>, <i>voy a</i>) - Reading comprehension through authentic texts about Spanish festive traditions - Using dictionaries and glossaries to expand vocabulary	Literacy - Expanding subject-specific vocabulary related to school - Understanding and using opinion phrases with justifications - Writing extended sentences using <i>porque</i>, <i>pero</i> - Reading short authentic or semi-authentic texts (e.g. student profiles, timetables) - Using bilingual dictionaries to support vocabulary development - Writing paragraphs describing school routines, preferences and rules
Numeracy	Numeracy - Recognising and using numbers 1–31 fluently in spoken and written form - Understanding and using ordinal patterns and dates (e.g. <i>el cinco de mayo</i>) - Applying sequencing skills through months and dates (e.g. ordering birthdays) - Comparing ages and quantities using numbers (e.g. <i>Tengo once años</i>, <i>Tiene doce años</i>) - Sequencing events (festive traditions over December and January)	Numeracy - Using numbers to talk about ages and dates (birthdays, family members' ages) - Applying counting and quantity language for describing pets or family members - Developing awareness of mathematical grammar in Spanish (e.g. agreement of number and noun: <i>dos hermanos</i>) - Understanding and using simple time expressions (days, months) related to celebrations	Numeracy - Reading and interpreting timetables (days, times, lessons) - Using ordinal numbers for lesson periods - Using numbers in time expressions (e.g. <i>a las ocho</i>) - Counting classroom objects and using plural forms - Sequencing school days and comparing routines
Personal Development	Personal Development Exploring their own identity and self-expression through another language	Personal Development Reflecting on personal goals and New Year's resolutions,	Personal Development Reflecting on their own school experience in comparison with others

	• Developing respect for diversity by learning about Hispanic cultures, identities, and traditions • Understanding the importance of language learning in developing global citizenship • Gaining insight into how cultural identity is expressed through language and traditions • Building confidence and self-esteem through speaking in another language and sharing about themselves • Strengthening communication and listening skills, supporting social and emotional development • Exploring cultural identity through learning about Spanish festivals and family life	encouraging self-awareness and motivation • Understanding family dynamics and relationships, promoting empathy and respect • Developing social skills through talking about getting on with people • Encouraging confidence in expressing opinions and feelings in a foreign language • Building appreciation for cultural diversity and traditions beyond their own experience	• Building empathy and open-mindedness through cultural comparison • Encouraging pride and autonomy in describing their learning environment • Strengthening organisational and communication skills (e.g. talking about timetables) • Building confidence in expressing structured opinions about teachers, subjects and rules • Developing global awareness of education systems and expectations
--	---	---	---

Spanish Curriculum Map

Year 8



Rationale and Links to The National Curriculum

The Year 8 course builds upon the Year 7 course and is entitled 'My world.' Students will learn the vocabulary to be able to describe where they live, their town, hobbies and food preferences. Directions and prepositions feature within the home and town topics, alongside a wide range of adjectives, enabling students to build detailed descriptions. The imperfect tense is introduced, alongside the present and immediate future tenses, enabling students to begin to use three different time frames. Students will also develop their knowledge of connectives and time phrases, as well as the use of passive voice and impersonal verbs. Phonics are explicitly taught and retrieved within the course to develop confidence when speaking and spelling. Hispanic culture is embedded into the course and is particularly prominent in the end of course project focused on Hispanic food.

	Term 1	Term 2	Term 3
Key Topics	- Talking about household chores - Describing my house - Describing my bedroom - Culture – The festive season in Mexico	- New Year's resolutions - Describing my town - Directions and getting around - What there is to do in my town - Culture – The city of Madrid	- Hobbies - Hobbies and weather - Food vocabulary & preferences - Extended opinions about food - Culture – Hispanic Food
Substantive Knowledge (The knowledge the students will develop)	Talking about household chores - Vocabulary related to chores: <i>poner la mesa, pasar la aspiradora, fregar los platos, sacar la basura, hacer la cama, limpiar mi dormitorio, ayudar en casa</i> - Frequency expressions: <i>siempre, a menudo, a veces, nunca, cada día, los fines de semana</i> - Impersonal structures: <i>hay que + infinitive, se debe + infinitive</i> - Use of infinitives with modal verbs: <i>tengo que, puedo, debo</i>	New Year's resolutions - Vocabulary for common goals and behaviours: <i>hacer más ejercicio, comer sano, ser más amable, ahorrar dinero, estudiar más</i> - Modal verbs and expressions: <i>quiero, voy a, me gustaría, debería, espero que pueda</i> - Use of the near future tense (<i>ir a + infinitive</i>) - Use of the conditional tense (<i>me gustaría</i>)	Hobbies - Key hobbies-related vocabulary: <i>jugar al fútbol, ver la televisión, leer libros, salir con amigos, nadar, escuchar música, navegar por internet etc</i> - Opinion phrases: <i>me gusta, me encanta, prefiero, odio + infinitive</i> - Time phrases: <i>los fines de semana, por la tarde, después del colegio, normalmente, a veces</i> - Present tense of regular and irregular verbs

	• Introduction to passive voice: <i>se lava, se limpia</i> • Present tense conjugation of regular verbs and key irregular verbs (<i>hacer, poner</i>) • Describing my house & bedroom • Examples of vocabulary for rooms: <i>el salón, la cocina, el baño, el dormitorio, el jardín, el pasillo, el comedor</i> • Examples of vocabulary for furniture: <i>una cama, un escritorio, una silla, un armario, una estantería, una lámpara, una alfombra</i> • Use of prepositions of place: <i>encima de, debajo de, al lado de, entre, delante de, detrás de, enfrente de</i> • Descriptive adjectives: <i>grande, pequeño/a, moderno/a, antiguo/a, luminoso/a, cómodo/a, espacioso/a</i> • Agreement of adjectives with nouns • Correct word order (noun + adjective) • Use of <i>hay, ser, estar</i> to describe location and features Culture: The festive season in Mexico • Key Mexican festive celebrations: <i>Las Posadas, Nochebuena, La Nochevieja, Día de los Reyes Magos</i> • Typical customs and traditions: <i>romper la piñata, cantar villancicos, comer tamales, preparar la rosca de Reyes</i> • Dates and cultural significance of celebrations	• Introduction to the subjunctive (<i>espero que + subjunctive</i>) Describing my town • Example vocabulary for places in town: <i>una iglesia, un parque, una tienda, una plaza, una piscina, una biblioteca</i> • Example vocabulary to describe towns: <i>tranquilo/a, ruidoso/a, moderno/a, bonito/a, industrial, turístico</i> • Use of <i>hay, no hay, había, era, estaba</i> • Adjective agreement • Word order Directions & getting around • Giving and understanding directions: <i>gira a la izquierda, sigue todo recto, toma la segunda calle, al lado de, enfrente de</i> • Prepositions of place and location • Use of the imperative mood to give commands (<i>cruza, gira, sigue</i>) • Use of <i>estar</i> + prepositions What there is to do in my town • Example vocabulary: <i>se puede ir al cine, hay que visitar el museo, es posible comprar recuerdos, se pueden ver monumentos</i> • Use of <i>se puede</i> + infinitive • Use of <i>hay que</i> and <i>es posible</i> for impersonal constructions • Recap of time phrases • Recap of giving opinions with reasons: <i>porque es interesante/divertido/aburrido</i>	• Constructing basic opinion sentences with time references Hobbies and Weather • Weather expressions: <i>hace sol, hace frío, hace viento, está lloviendo, nieva, etc</i> • Linking hobbies to weather using <i>cuando</i> and <i>si</i>: <i>Cuando hace buen tiempo, juego al tenis.</i> • Compound sentences with weather clauses • Review of conjunctions Food vocabulary & preferences • Meals: <i>el desayuno, la comida, la cena, la merienda</i> • Common foods: <i>pan, arroz, pescado, pollo, verdura, fruta, carne, tapas, helado, pastel etc</i> • Expressing likes/dislikes: <i>me gusta, no me gusta, me encanta, prefiero, odio</i> • Review of adjective agreement and word order (<i>la comida deliciosa</i>) Extended Opinions with Reasons • Variety of language for expressing reason: <i>porque es, ya que es, dado que es</i> • Adjectives: <i>saludable, sabroso, picante, rico, dulce, asqueroso, grasiento etc</i> • Extending sentences with opinion phrases such as <i>creo que, pienso que etc</i>
--	---	---	--

	- Vocabulary for events and activities: <i>la misa, los regalos, la familia, los fuegos artificiales, las tradiciones</i> - Introduction to the imperfect tense to describe past celebrations (<i>celebrábamos, cantaban, íbamos</i>),	Explaining how their town could be improved using <i>Mi ciudad sería mejor si</i>	Culture: Hispanic Food - Dishes from Spanish-speaking countries: <i>paella, arepas, tacos, ceviche, tortilla española</i> - Cultural mealtimes and eating habits: <i>la comida principal, las tapas, la sobremesa</i>
Disciplinary Knowledge (The skills and approaches that students will develop)	Talking about household chores - Understanding and using impersonal and modal verb structures to describe obligation - Constructing full sentences with a range of verbs in the present tense - Using time/frequency expressions to describe routines - Applying verb–infinitive structures (<i>hay que, tengo que, debo</i>) to express tasks - Translating chore-related sentences between English and Spanish Describing my house & bedroom - Creating descriptions using <i>hay, ser</i> and <i>estar</i> with increasing accuracy - Applying knowledge of prepositions to describe spatial relationships - Building extended descriptive sentences using noun–adjective agreement - Describing personal spaces with increased independence - Listening for and identifying details in spoken descriptions of homes	New Year’s resolutions - Expressing personal goals using future and conditional tenses - Formulating complex sentences using modal verbs and infinitives - Using scaffolds to structure ambition-focused paragraphs - Understanding nuances in modal verb use (<i>quiero, debo, me gustaría</i>) - Listening for intentions and resolutions in spoken passages Describing my town - Using a range of vocabulary to describe the geography of towns - Comparing towns in the past and present using the imperfect tense - Writing paragraphs describing towns and giving opinions - Using adjectives and intensifiers to expand descriptions - Reading short texts about towns to extract key descriptive details	Hobbies - Expressing opinions using verbs like <i>gustar, encantar, odiar</i> - Combining hobbies and time expressions in extended responses - Listening to and understanding people talking about their hobbies - Creating dialogues and interviews about free-time activities - Recognising and using regular and irregular verbs in context Hobbies and weather - Linking weather and activity choices using <i>cuando</i> and <i>si</i> clauses - Describing hobbies and preferred activities depending on weather - Using sequencing and contrast to build varied sentences - Responding to spoken prompts about seasons and hobbies

	Culture: The festive season in Mexico - Identifying key features of Mexican festive traditions through authentic texts/images - Recognising similarities and differences between British and Mexican seasonal customs - Expressing understanding of celebrations using descriptive language - Using past tense (imperfect) to describe repeated past actions and customs - Building cultural empathy and appreciation for diverse festive experiences	Directions & getting around - Giving and following instructions using imperative forms - Interpreting simple maps and responding to directional prompts - Understanding how to ask for and give directions - Using sequencing words to describe a journey or route What There is to Do in My Town - Describing leisure options using <i>se puede, hay que, es posible</i> - Expressing and justifying opinions about town facilities - Explaining how their town could be improved - Creating brochures or spoken presentations about local places - Using vocabulary and structures to role-play tourist interactions	An introduction to food vocabulary & preferences - Recognising and categorising food vocabulary - Using articles with increasing accuracy - Expressing detailed preferences and justifying them with adjectives - Listening for food items and meals in menus and dialogues - Comparing cultural food routines and vocabulary Extended opinions with reasons - Constructing multi-clause sentences using <i>porque, aunque, dado que, ya que</i> - Using relative clauses for extended descriptions (<i>que es saludable</i>) - Writing food reviews using a wide range of adjectives and connectors - Speaking fluently about food likes/dislikes with intonation and clarity Culture: Hispanic food - Analysing authentic texts/menus for comprehension of regional dishes - Comparing cultural attitudes towards food and mealtimes - Demonstrating understanding through projects and presentations - Recognising food-linked identity and regional pride in Spanish-speaking countries
--	---	---	---

Assessment (The methods that teachers will use to assess the progress of all students)	There is a summative assessment each half term to review understanding of the vocabulary and structures learned. Students are provided with a vocabulary sheet detailing the relevant words and complete a range of guided revision tasks such as creating revision posters, flashcards, board games etc Half Term 1: Household chores Half Term 2: My house & my bedroom A Key Piece of Work is produced at the end of each term, which enables the students to showcase what they have learned. Autumn Term Key Piece of Work: My home This Key Piece of Work focuses on describing their house and their bedroom in detail, as well as talking about the chores they do to help at home.	There is a summative assessment each half term to review understanding of the vocabulary and structures learned. Students are provided with a vocabulary sheet detailing the relevant words and complete a range of guided revision tasks such as creating revision posters, flashcards, board games etc Half Term 3: Places in my town Half Term 4: Things to do in my town A Key Piece of Work is produced at the end of each term, which enables the students to showcase what they have learned. Spring Term Key Piece of Work: My town This Key Piece of Work focuses on describing their town in detail and talking about the things you can do there, as well as how the town could be improved.	There is a summative assessment each half term to review understanding of the vocabulary and structures learned. Students are provided with a vocabulary sheet detailing the relevant words and complete a range of guided revision tasks such as creating revision posters, flashcards, board games etc Half Term 5: Hobbies & weather Half Term 6: Food A Key Piece of Work is produced at the end of each term, which enables the students to showcase what they have learned. Summer Term Key Piece of Work: My free time This Key Piece of Work focuses on talking about what they like to do in their free time, as well as talking about their likes and dislikes when it comes to food.
Reading, Writing and Vocabulary	Literacy • Developing descriptive writing about rooms and chores • Using vocabulary-building strategies (e.g. word families, cognates) • Reading comprehension tasks on house descriptions and family responsibilities • Translating descriptions of homes and daily routines • Applying phonics knowledge to decode longer texts about chores	Literacy • Reading texts about towns, shops and festivals for gist and detail • Developing written responses with varied sentence starters and connectives • Translating directions and descriptions from English to Spanish	Literacy • Using scaffolded support to write structured opinion paragraphs • Reading menus and recipes to build vocabulary and inference skills • Translating sentences about food and activities • Oral practice through dialogues and food interviews

Numeracy	Numeracy • Describing spatial arrangements using prepositions (e.g. <i>al lado de, debajo de</i>) • Using ordinal and sequencing language to describe routines • Applying logical thinking when interpreting room layouts or schedules	Numeracy • Interpreting and producing simple town maps • Understanding sequences and routes using ordinal numbers • Applying logic and directionality in giving and understanding instructions	Numeracy • Using numbers and quantities in recipes and meal planning • Understanding and applying time-related phrases to describe routines • Interpreting simple charts or tables showing food preferences or activity frequencies
Personal Development	Personal Development • Developing responsibility and independence through discussion of home duties • Building confidence in describing personal space and routine in another language • Understanding community and celebrations in Mexican culture • Comparing festive values and traditions between cultures	Personal Development • Building spatial awareness and independence through directional tasks • Developing empathy through exploration of shared cultural practices • Enhancing problem-solving skills through map interpretation and direction-based tasks • Strengthening communication and resilience through role-play and real-life scenarios (asking for/giving directions) • Encouraging responsibility and decision-making by evaluating what makes a community functional and enjoyable	Personal Development • Reflecting on lifestyle choices through food and leisure vocabulary • Appreciating the significance of food and social customs across cultures • Exploring links between wellbeing, activity and diet • Expressing identity and values through discussion of personal tastes

Spanish Curriculum Map

Year 9



Rationale and Links to The National Curriculum

The Year 9 course which is entitled 'The wider world', continues to build upon what has been learned in Year 7 and Year 8, so that students are able to develop and apply their knowledge to a variety of scenarios. Students will learn the necessary vocabulary to discuss technology and celebrity culture, the world of work and holidays. The preterit tense is introduced, as well as the subjunctive mood, thus extending the level of complexity in using a range of time frames and selecting the indicative and subjunctive moods, as necessary. Students develop their understanding of modal verbs and infinitive phrases, expanding their vocabulary and using variety of language in their expressions. Phonics are explicitly taught and retrieved throughout the course and there is a topic devoted to the benefit of foreign language learning in relation to the world of work. Hispanic culture is embedded throughout the course and the final Key Stage 3 project on festivals in Spain is always popular with students.

	Term 1	Term 2	Term 3
Key Topics	- Technology - Social media - Celebrity culture - Culture – The festive season in Hispanic countries	- New Year's resolutions - Culture – Jobs & careers using languages - The world of work: Jobs & careers - Part-time jobs & skills	- Holidays – Clothes - Holidays – Transport - Places of interest in Madrid & Barcelona - Talking about past holidays - My dream holiday - Culture – Spanish festivals
Substantive Knowledge (The knowledge the students will develop)	Technology - Key verbs: <i>usar, descargar, subir, compartir, buscar, imprimir</i> - Devices and platforms: <i>el móvil, el ordenador, la tableta, las redes sociales, las aplicaciones etc</i> - Phrases for expressing usage: <i>Uso mi teléfono para..., Siempre navego por internet para...</i> - Opinions and justifications: <i>Es útil para..., Es adictivo, Me ayuda a estudiar</i>	New Year's resolutions - Common resolutions: <i>hacer ejercicio, comer mejor, ahorrar dinero, estudiar más</i> - Future structures: <i>voy a + infinitive, me gustaría + infinitive</i> - Modal verbs: <i>debería, quiero, tengo que</i> - Vocabulary for health, habits, and wellbeing: <i>saludable, organizarme, descansar más</i> Jobs and careers using languages	Holidays - clothes - Clothing vocabulary: <i>camiseta, pantalones cortos, vestido, sandalias, gafas de sol etc</i> - Review of adjective agreement and colour vocabulary - Review of weather phrases and linking to clothing choices: <i>Cuando hace calor, llevo...</i> - Packing and preparation language: <i>Necesito llevar..., Voy a poner en la maleta...</i>

	- Presenting an argument – <i>ventajas y desventajas</i> Social media - Common activities: <i>chatear, mandar mensajes, hacer videollamadas, seguir a influencers</i> - Vocabulary for social platforms: <i>Instagram, TikTok, YouTube, Snapchat</i> - Vocabulary for advantages and disadvantages: <i>rápido, cómodo, inseguro, peligroso</i> - Expressing frequency: <i>todos los días, una vez al día, casi nunca</i> - Opinion phrases: <i>Me gusta usar..., Prefiero..., No me interesa</i> Celebrity culture - Vocabulary for famous people: <i>cantante, actor/actriz, futbolista, estrella de televisión</i> - Talking about people you admire: <i>Mi modelo a seguir es..., Me inspira porque...</i> - Descriptive adjectives: <i>talentoso/a, generoso/a, controvertido/a, exitoso/a</i> - Opinion structures with reasons: <i>Me encanta porque..., Lo/la admiro ya que...</i> The festive season in Hispanic countries - Cultural knowledge: <i>La Navidad en Colombia, El Año Nuevo en Venezuela etc</i>	- An introduction to the range of jobs that use languages - Learning why language skills are valued in the workplace - Vocabulary for related professions: <i>traductor/a, profesor/a, azafato/a, periodista, diplomático/a</i> - Language learning motivation: <i>Aprender idiomas es importante porque...</i> - Linking language skills to careers: <i>Se puede trabajar en..., Me gustaría viajar por el mundo</i> - Opinion phrases: <i>Es una ventaja saber idiomas, Me interesa el mundo internacional</i> The world of work - jobs and careers - Professions and roles: <i>médico, ingeniero, carpintero, enfermero/a, mecánico/a</i> - Adjectives for job preferences: <i>creativo, práctico, monótono, variado, desafiante</i> - Describing future aspirations: <i>Quiero ser..., Me gustaría trabajar como...</i> - Using the subjunctive in set phrases: <i>Espero que consiga un buen trabajo</i> Part-time jobs and skills - Vocabulary for typical part-time jobs: <i>camarero/a, repartidor/a, niño/a, dependiente/a</i> - Skills and qualities: <i>responsable, puntual, organizado/a, trabajador/a</i> - Phrases to describe duties: <i>Ayudo a los clientes, Trabajo los fines de semana</i> - Time expressions: <i>los sábados, después del colegio, durante las vacaciones</i>	Holidays - transport - Vocabulary for modes of transport: <i>en coche, en tren, en avión, a pie</i> - Verbs: <i>viajar, ir, coger, llegar, salir</i> - Advantages and disadvantages of transport: <i>Es rápido, Es cómodo, Es caro, Es ecológico</i> Places of interest in Madrid and Barcelona - Famous landmarks: <i>La Sagrada Familia, El Parque Güell, El Prado, El Palacio Real etc</i> - Activities: <i>visitar monumentos, sacar fotos, probar la comida, ver arte</i> - Opinions and comparisons: <i>Prefiero Madrid porque..., Barcelona es más...</i> - Time phrases and sequencing for itineraries Talking about past holidays - Preterite tense of regular and key irregular verbs (<i>ir, hacer, ver, comer</i>) - Structures: <i>fui a..., viajé con..., visité..., me alojé en...</i> - Expressing with whom, how, what you did: <i>con mi familia, en tren, tomé el sol</i> - Time markers: <i>el verano pasado, hace dos años, el año pasado</i> My dream holiday - Conditional tense: <i>me gustaría visitar..., iría a..., me alojaría en...</i> - Descriptive language: <i>lujoso/a, relajante, inolvidable, divertido/a</i> - Activities and preferences: <i>descansar, hacer turismo, disfrutar del sol</i>
--	--	---	--

	- Key traditions and foods: <i>fuegos artificiales, la cena navideña, la misa del gallo</i> - Comparing traditions using comparatives and superlatives		Festivals in Spain Key festivals: La Tomatina, Los Castells, San Fermín (Pamplona), Las Fallas, El Colacho
Disciplinary Knowledge (The skills and approaches that students will develop)	Technology - Using the present tense with frequency adverbs - Structuring extended opinions using <i>porque, ya que</i> - Interpreting reading texts (e.g. blog posts about screen time) Social media - Formulating balanced arguments about advantages/disadvantages - Responding to listening extracts about online habits - Analysing tone and register in online content Celebrity culture - Describing real people using <i>ser</i> and <i>tener</i> with adjectives - Writing short texts about admiration using cohesive devices - Recognising exaggerated or emotive language in texts Festive season in Hispanic countries - Comparing customs using comparative structures	New Year's resolutions - Using modal verbs + infinitives to express obligations and aspirations - Understanding nuance in <i>debería</i> vs. <i>tengo que</i> - Writing personal reflections using a mixture of present and future intentions Jobs and careers using languages - Creating informative texts or presentations about multilingual careers - Analysing reading texts linking language skills to job markets - Understanding the value of languages in the workplace The world of work – jobs and careers - Describing jobs using <i>ser</i> + adjectives - Writing formal and informal texts about future plans - Introducing <i>espero que</i> + subjunctive for ambition-related hopes Part-time jobs and skills - Listening for detail in spoken job descriptions - Using sequencing and time expressions to describe part-time work - Conducting mock interviews or role plays about job skills	Holidays – clothes & transport - Applying gender and number agreement with clothes - Writing travel comparisons using <i>más... que, menos... que</i> - Interpreting dialogues about travel preparation and packing Places of interest in Madrid and Barcelona - Describing places using <i>hay, es, tiene</i> - Planning simple itineraries using sequencing words - Reading and interpreting travel guides or brochures Talking about past holidays - Using the preterite tense fluently for past narration - Sequencing events in logical order (<i>primero, después, al final</i>) - Writing a holiday blog or postcard My dream holiday - Using the conditional to speculate and describe imagined experiences - Structuring aspirational writing using <i>me encantaría, sería genial</i> - Using rich vocabulary to enhance detail and expression Festivals in Spain

	- Analysing authentic cultural sources (photos, texts, interviews etc) - Writing summaries about key events in the present or preterite tense		- Exploring traditions through reading and listening activities - Using visual stimuli to describe events and reactions - Making cultural comparisons and justifying preferences
Assessment (The methods that teachers will use to assess the progress of all students)	There is a summative assessment each half term to review understanding of the vocabulary and structures learned. Students are provided with a vocabulary sheet detailing the relevant words and complete a range of guided revision tasks such as creating revision posters, flashcards, board games etc Half Term 1: Technology & social media Half Term 2: Celebrity culture A Key Piece of Work is produced at the end of each term, which enables the students to showcase what they have learned. Autumn Term Key Piece of Work: Modern culture This Key Piece of Work focuses on talking about the role of technology and social media in the lives of young people, as well as their own use of devices & social media platforms, and talking about a celebrity they admire.	There is a summative assessment each half term to review understanding of the vocabulary and structures learned. Students are provided with a vocabulary sheet detailing the relevant words and complete a range of guided revision tasks such as creating revision posters, flashcards, board games etc Half Term 3: Jobs & careers Half Term 4: Part-time jobs & skills A Key Piece of Work is produced at the end of each term, which enables the students to showcase what they have learned. Spring Term Key Piece of Work: The world of work This Key Piece of Work focuses on talking about the jobs people in their family have chosen to do, as well as their own career aspirations, skills and work experience.	There is a summative assessment each half term to review understanding of the vocabulary and structures learned. Students are provided with a vocabulary sheet detailing the relevant words and complete a range of guided revision tasks such as creating revision posters, flashcards, board games etc Half Term 5: Holiday clothes Half Term 6: Holidays A Key Piece of Work is produced at the end of each term, which enables the students to showcase what they have learned. Summer Term Key Piece of Work: Holidays This Key Piece of Work focuses on talking about holidays: typical holidays and what to pack, describing a past holiday and sharing their dream holiday destination.
Reading, Writing and Vocabulary	Literacy - Expanding descriptive vocabulary for people and technology - Using conjunctions: <i>porque, pero, aunque</i>	Literacy - Writing structured career profiles and aspirational texts - Using persuasive language to describe job goals and qualities	Literacy - Writing across a wide range of tenses: present, preterite, future and conditional - Developing cohesive writing with connectors and time phrases

	• Building compound sentences to express preferences and comparisons • Summarising short cultural texts using key phrases • Translating short opinion-based sentences	• Translating job-related adverts and CV content • Building confidence with more abstract nouns (e.g. <i>responsabilidad, puntualidad</i>) • Practising the subjunctive in set phrases (e.g. <i>espero que consiga trabajo</i>)	• Reading travel blogs and authentic festival descriptions • Translating holiday narratives and cultural information • Enhancing descriptive vocabulary and emotional language
Numeracy	Numeracy • Using numbers to talk about time spent online (e.g. <i>dos horas al día</i>) • Interpreting charts on media use (e.g. % of teens using social media) • Using statistics in sentence form (e.g. <i>El 80% de los jóvenes usan Instagram</i>) • Using numbers to talk about ages and dates of birth, as well as the year in which events occurred • Applying sequencing skills for festivals (e.g. <i>primero, luego, después</i>)	Numeracy • Using numbers for job hours, wages and age requirements • Understanding salary ranges and working hours • Interpreting employment statistics • Sequencing timelines for career paths or a typical working week	Numeracy • Using money and price vocabulary in travel contexts • Planning travel itineraries with times and durations • Understanding distances and travel times • Sequencing festivals by calendar month and historical order
Personal Development	Personal Development • Exploring safe, responsible online behaviour and digital identity • Reflecting on personal role models and values through celebrity culture • Understanding and respecting diverse cultural celebrations across Latin America • Building empathy through cultural comparison	Personal Development • Reflecting on future goals, values and personal development • Exploring how language learning opens doors in global job markets • Discussing personal strengths and employability skills • Building resilience through aspirational goal setting • Promoting cultural respect and openness in the professional world	Personal Development • Celebrating linguistic and cultural diversity in Spain • Appreciating how travel broadens horizons and understanding • Building confidence in expressing future hopes and dreams • Promoting global awareness through cultural exploration • Reflecting on identity through real and imagined experiences

Spanish Curriculum Map

Year 10



Rationale and Links to The National Curriculum

The Key Stage 4 Modern Foreign Languages curriculum builds upon the skills developed at Key stage 3 and is centred on the themes assessed in the GCSE Spanish Exams. The updated AQA themes are:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Students will address each theme through the study of a range of topics, designed to deepen their understanding, develop their variety of language and give them the opportunity to demonstrate their knowledge and fluency in the target language. Year 10 focuses on building confidence in grammar, opinion structures, time frames and speaking fluency. Students access GCSE-style questions from the start, with speaking preparation embedded throughout, including phonics and scaffolded photo description work.

	Term 1	Term 2	Term 3
Key Topics	- Numbers and phonics review <i>La comida</i> – food, meals and opinions <i>La vida sana</i> – healthy lifestyle and giving advice - Cultural focus: Food in Spain and Mexico, seasonal festivals <u>AQA Theme Links</u> Theme 1: People and lifestyle – <i>Health and wellbeing</i> Theme 2: Popular culture – <i>Customs and festivals</i>	<i>Mi instituto</i> – school subjects, timetable and teachers <i>Normas escolares</i> – uniform and school rules <i>El mundo laboral</i> – jobs, careers and future plans - Cultural focus: School system and work values in Spain/Latin America - Exam preparation for Year 10 mock exams <u>AQA Theme Links</u> Theme 1: People and lifestyle – <i>Education and work</i>	<i>Todo sobre mí</i> – family, personality, relationships <i>Mi tiempo libre</i> – free time activities <i>La tecnología y redes sociales</i> – social media, devices, pros/cons - Cultural focus: family values and digital habits in Spanish-speaking countries - Speaking exam preparation: reading aloud and describing a photo <u>AQA Theme Links</u> Theme 1: People and lifestyle – <i>Family and relationships</i>

			Theme 2: Popular culture – Free time, technology and social media
Substantive Knowledge (The knowledge the students will develop)	- Phonics review: vowels, consonants (e.g. <i>ll, j, h, v, z, rr</i>), accent stress - Numbers 1–100; <i>la hora</i>, dates, quantities - Foods and meals: <i>el desayuno, la comida, la cena, la merienda</i> - Opinions: <i>me gusta(n), me encanta, odio, no soporto</i> - Justifying opinions with adjectives: <i>sabroso, saludable, grasiento, picante</i> - Intensifiers and qualifiers: <i>muy, bastante, un poco, demasiado</i> - Cultural food: <i>tapas, churros, tamales, tacos</i> - Giving recommendations: <i>se debe, no se debe, hay que, es importante</i> - Near future tense: <i>voy a comer sano, vamos a beber más agua</i> - Adjective agreement rules with food and drink (e.g. <i>una comida deliciosa</i>) - Introduction to structured comparison: <i>más saludable que...</i>	- School subjects: <i>las matemáticas, la historia, la tecnología, la educación física</i> - Teacher adjectives: <i>amable, estricto, simpático, severo, justo, paciente</i> - Opinions with comparatives: <i>prefiero... porque es más interesante que...</i> - Time expressions: <i>los lunes, por la mañana, a la una, durante el recreo</i> - Vocabulary: uniform items and colours + adjective agreement - Modal verbs for rules: <i>se debe, no se debe, hay que, está prohibido</i> - Jobs: <i>enfermero, veterinario, camarero, profesor, abogado</i> - Skills and qualities: <i>trabajador, organizado, puntual, amable</i> - Future plans: <i>quiero ser, voy a estudiar, me gustaría trabajar como...</i> - Use of <i>porque, dado que, ya que</i> to express ambition - Future tense vs conditional: <i>viajaré por el mundo / trabajaría en un hospital</i>	- Family: <i>padres, hermanos, abuelos, primos, pareja, madrastra</i> - Reflexive verbs: <i>me llevo bien con, me peleo con</i> - Adjectives: <i>amable, divertido, generoso, egoísta, hablador</i> - Physical description: <i>alto, bajo, delgado, moreno, guapo</i> - Free time: <i>ver la tele, salir con amigos, jugar al fútbol, leer, escuchar música</i> - Opinions with reasons: <i>lo encuentro relajante, me ayuda a desconectar</i> - Technology: <i>usar redes sociales, compartir fotos, mandar mensajes</i> - Devices: <i>el móvil, la tableta, el portátil</i> - Pros/cons: <i>es práctico, es adictivo, puede ser peligroso, te ayuda a estudiar</i> - Frequency: <i>una vez al día, casi nunca, constantemente</i> - Modal verbs and conditionals: <i>debería pasar menos tiempo en línea</i>
Disciplinary Knowledge (The skills and approaches that students will develop)	- Applying phonics rules to reading aloud and pronunciation drills - Using model sentence frames to develop extended writing - Translating healthy lifestyle phrases between Spanish and English - Writing diary entries about healthy habits - Listening for detail and gist on food habits	- Writing detailed opinions about school and teachers - Analysing authentic school timetables and schedules - Role plays: expressing future aspirations - Reading authentic job adverts and student profiles - Structuring long written tasks using question prompts and model paragraphs	- Describing family and friends accurately using correct adjective agreement - Discussing hobbies and technology use using present and near future tenses - Writing structured arguments (advantages/disadvantages of technology) - Building fluency in speaking - Improving reading aloud focusing on pronunciation, fluency and intonation

	Cultural comparison: meal routines in Spain vs UK	Comparing UK and Spanish school systems	Preparing for photo card using set structure
Assessment (The methods that teachers will use to assess the progress of all students)	Weekly vocabulary tests (peer-marked) Weekly practice of exam-style reading and listening questions (peer-marked) Reading comprehension assessment on <i>food and healthy lifestyle</i> Cultural assessment on <i>festivals in Spain</i> Written assessment on <i>La Vida Sana</i>	Weekly vocabulary tests (peer-marked) Weekly practice of exam-style reading and listening questions (peer-marked) Reading comprehension assessment on <i>school and the world of work</i> Written assessment on <i>Education & Work</i> Year 10 mock exams: reading, listening and writing	Weekly vocabulary tests (peer-marked) Weekly practice of exam-style reading and listening questions (peer-marked) Reading comprehension assessment on <i>tiempo libre y la tecnología</i> Written assessment on <i>Todo sobre mí</i> Year 10 mock exam: speaking (reading aloud and describing a photo)
Reading, Writing and Vocabulary	Literacy - Application of Spanish phonics rules to support pronunciation, especially vowels and silent letters (e.g. <i>h</i>, <i>u</i> in <i>que</i>) - Using structured sentence stems to support opinion writing (<i>me gusta..., porque es...</i>) - Accurate adjective agreement in the context of food (e.g. <i>una comida sabrosa</i>) - Developing cohesive paragraphs using time phrases and intensifiers - Building vocabulary banks: food types, mealtimes, healthy/unhealthy lifestyle terms - Learning how to extract relevant information from food-related texts and leaflets	Literacy - Vocabulary development linked to school, jobs, and personal qualities - Mastering comparative phrases and word order (<i>más interesante que, tan severo como</i>) - Writing formal and informal descriptions of school and future ambitions - Using a variety of conjunctions (<i>porque, dado que, aunque</i>) to extend writing - Reading authentic or semi-authentic materials: timetables, adverts, profiles - Applying literacy skills to translate job descriptions and school rules	Literacy - Expanding range of opinion phrases for hobbies and digital life (<i>me flipa, no aguanto</i>) - Consolidating adjective agreement with people and devices - Using scaffolds to support descriptive writing (e.g. personality traits, photos) - Phonics practice for reading aloud (e.g. <i>ll, ce/ci, gue/gui</i>) - Developing fluency in oral responses through varied sentence starters - Interpreting messages, dialogues and short articles about online habits

Numeracy	Numeracy - Using numbers 1–100 in the context of prices, quantities and calories - Reading and writing dates correctly in Spanish (<i>el 5 de mayo</i>) - Understanding timings of meals and daily routines - Applying ordinal numbers in food diaries (e.g. <i>primero desayuno, después...</i>) - Interpreting time and frequency expressions	Numeracy - Using ordinal numbers for lesson periods (<i>la primera clase es...</i>) - Reading and creating school timetables - Recognising and interpreting age, salary and job hours in work profiles - Sequencing routines and expressing time logically (<i>a las ocho, después del recreo</i>) - Working with data in reading/listening (e.g. statistics on career preferences)	Numeracy - Interpreting percentages and quantities in technology usage texts - Describing how often activities occur using frequency phrases (<i>una vez al día, nunca</i>) - Comparing time spent online vs time offline - Applying logical sequencing and duration vocabulary (<i>durante dos horas, después de clase</i>) - Reading graphs and statistics linked to family life or hobbies
Personal Development	Personal Deveopment - Promoting awareness of healthy lifestyle choices through diet and routine - Reflecting on the importance of balance and self-care in daily life - Exploring cultural differences in food habits between the UK, Spain and Mexico - Building confidence through sharing opinions and healthy recommendations - Understanding personal responsibility using modal verbs (<i>se debe, hay que</i>)	Personal Deveopment - Reflecting on learning styles and subject preferences - Exploring different job roles and skills needed for future careers - Encouraging ambition, goal-setting, and responsibility for learning - Comparing education systems to promote tolerance and global awareness - Discussing personal strengths, interests and aspirations	Personal Deveopment - Exploring personal identity through family relationships and friendships - Discussing emotional wellbeing, peer relationships and social behaviours - Developing respectful attitudes toward digital use and online safety - Balancing online vs real-world leisure and promoting healthy tech habits - Building speaking confidence and resilience through mock exam scenarios

Spanish Curriculum Map



Year 11

Rationale and Links to The National Curriculum

Students studying Spanish in Year 11 continue to develop their language fluency through a thematic and grammar-based approach, fully aligned to the AQA GCSE Spanish Specification (2026).

By the end of KS4, students are expected to communicate confidently, accurately and spontaneously across a range of contexts, in both written and spoken language.

The curriculum completes coverage of the AQA themes:

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Year 11 also emphasises GCSE exam readiness, high-impact revision and personalised intervention, ensuring students are well-prepared for all components of the final examination.

	Term 1	Term 2	Term 3
Key Topics	• <i>Mi ciudad, mi región</i> – home, town, neighbourhood and region • <i>Viajes y turismo</i> – holidays, accommodation and transport • <i>El medio ambiente</i> – environmental issues and sustainable living • Revision and GCSE mock exams (November) <u>AQA Theme Links</u>	• <i>Problemas sociales</i> – social and global issues • <i>El voluntariado</i> – charity and community work • Revision and GCSE mock exams (February) <u>AQA Theme Links</u>	• Consolidation and revision of all 3 themes • Practice of all 4 exam papers: Speaking, Listening, Reading and Writing • Final preparation for GCSE exams <u>AQA Theme Links</u>

	Theme 3: Communication and the world around us – Local area, travel and tourism, environment	Theme 3: Communication and the world around us - Social issues All themes and sub-topics revisited through exam practice	All themes and sub-topics revisited through exam practice
Substantive Knowledge (The knowledge the students will develop)	- Describing towns: <i>una ciudad turística, un pueblo industrial</i> - Key places: <i>una iglesia, una estación, un centro comercial, un museo</i> - Descriptive language: <i>ruidoso, tranquilo, sucio, moderno, histórico</i> - Verbs in context: <i>hay, había, está, era, tenía, se puede, se podría</i> - The imperfect tense for past description - Holiday types: <i>unas vacaciones de aventura, de lujo, culturales</i> - Accommodation: <i>me alojé en un hotel / camping / hostel</i> - Preterite tense for holiday narration: <i>fui, viajé, visité, comí, descansé</i> - Weather phrases in multiple tenses: <i>hacía calor, llueve, hará sol</i> - Environmental issues: <i>la contaminación, el plástico, el tráfico, el reciclaje</i> - Solutions: <i>usar transporte público, ducharse en vez de bañarse</i> - Modal verbs + infinitives: <i>deberíamos, es necesario, se debe</i> - Subjunctive in set phrases: <i>espero que cuidemos el planeta</i>	- Social problems: <i>el paro, la pobreza, la obesidad, el tabaquismo, el alcoholismo</i> - Vocabulary to discuss cause and impact: <i>la falta de educación, la presión social</i> - Solutions and responsibility: <i>la gente debería, el gobierno tiene que...</i> - Set phrases with subjunctive: <i>es esencial que ayudemos, es necesario que hagamos</i> - Volunteering contexts: <i>trabajo en un comedor social, dono ropa</i> - Phrases to express impact: <i>es gratificante, me hace sentir útil</i> - Time phrases: <i>cada fin de semana, desde hace un año</i> - Conditional structures: <i>me gustaría ayudar más, si tuviera más tiempo</i>	- Revision of all major tenses (present, preterite, imperfect, near future, simple future, conditional) - Core structures: <i>opinion + infinitive + reason, complex sentences with conjunctions, modal verbs + infinitive, subjunctive in set phrases</i> - High-frequency vocabulary across topics: family, school, free time, travel, jobs - Translation skills and dictionary strategies - Awareness of rubrics, task types, and mark schemes for each paper

Disciplinary Knowledge (The skills and approaches that students will develop)	- Describing a town using 2 time frames (present and past) - Narrating a holiday using sequencing language (<i>primero, después, al final</i>) - Using authentic travel materials (timetables, leaflets, blogs) - Writing persuasive texts on environmental issues - Listening for opinion and comparison in tourism dialogues - Developing higher-tier responses in writing/speaking using <i>si fuera posible...</i>	- Expressing moral and ethical viewpoints using opinion + justification - Listening for tone and perspective in interviews on social problems - Speaking about voluntary work with spontaneity - Writing to describe problems, causes, solutions and personal involvement - Developing cohesive argument essays (<i>aunque, sin embargo, por otro lado</i>)	- Practising speaking exam tasks (timed, independent, peer-paired) - Developing 90 and 150 word written responses using models and checklists - Building strategies for decoding longer listening passages - Developing confidence and fluency in general conversation - Using past papers to assess and track progress - Peer/self-assessment using mark schemes and success criteria
Assessment (The methods that teachers will use to assess the progress of all students)	Weekly vocabulary tests (peer-marked) Weekly practice of exam-style reading and listening questions (peer-marked) Reading comprehension assessments: <i>Mi ciudad, mi región</i> <i>Viajes y turismo</i> <i>El medio ambiente</i> Written assessments: <i>Mi ciudad, mi región</i> <i>Viajes y turismo</i> <i>El medio ambiente</i> Year 11 November mock exams Additional mini-mock speaking exams	Weekly vocabulary tests (peer-marked) Weekly practice of exam-style reading and listening questions (peer-marked) Reading comprehension assessments: <i>Problemas sociales</i> <i>El voluntariado</i> Written assessments: <i>Problemas sociales</i> <i>El voluntariado</i> Year 11 February mock exams Additional mini-mock speaking exams	Weekly vocabulary tests (peer-marked) Weekly practice of exam-style reading and listening questions (peer-marked) Written assessments on each of the three themes - Theme 1: People and lifestyle - Theme 2: Popular culture - Theme 3: Communication and the world around us Final mini-mock speaking exams Year 11 GCSE exams
Reading, Writing and Vocabulary	Literacy	Literacy	Literacy

	- Refining use of preterite and imperfect to describe places and events - Descriptive writing using complex sentence starters and sequencing phrases - Translating environment-related opinions into/from Spanish - Reading for gist and inference using authentic brochures and tourism texts - Vocabulary development on places, weather, opinions and actions - Using reading strategies to decode unfamiliar tourism/environment texts	- Developing formal tone in writing about social problems - Using varied synonyms and linking phrases to build cohesive arguments - Revisiting and applying subjunctive phrases for moral/ethical expression - Reading authentic reports and voluntary organisation profiles - Summarising spoken passages with accurate grammar - Translating short texts about volunteering and social issues	- Structuring high-quality 90/150 word responses under timed conditions - Redrafting and improving writing using success criteria - Using retrieval strategies for tiered vocabulary recall - Developing reading fluency and strategies for true/false/justification tasks - Translation practice with complex tenses - Using knowledge organisers and past paper vocab lists
Numeracy	Numeracy - Reading and writing prices, times, distances for travel contexts - Interpreting numerical data in tourism stats and city comparisons - Describing time durations of holidays (<i>pasé una semana en Barcelona</i>) - Using ordinal language to describe travel itineraries (<i>primero, luego, finalmente</i>) - Comparing data in local area tasks (e.g. population, pollution levels)	Numeracy - Interpreting statistics on poverty, homelessness, or youth employment - Using percentage-based data in listening and reading tasks - Expressing frequency: <i>el 60% de los jóvenes usan TikTok</i> - Understanding age, duration and time periods for volunteering tasks - Comparing social issues using quantitative evidence	Numeracy - Reading and responding to time-based scenarios (e.g. travel timetables, schedules) - Using numeracy in reading tasks about jobs, holidays and environment - Applying sequencing language to speaking and writing logically - Understanding charts/graphs in exam texts where applicable
Personal Development	Personal Development - Promoting environmental consciousness and sustainability - Understanding local vs global environmental responsibilities - Building empathy through the impact of tourism on culture and planet	Personal Development - Exploring ethical issues such as inequality, housing and health - Discussing global citizenship and human rights in Spanish-speaking contexts - Reflecting on the value of volunteering and giving back to community - Fostering resilience and empathy through language and social issue work	Personal Development - Building speaking confidence for real-world application - Managing stress and developing exam resilience strategies - Celebrating progress and personal growth throughout KS4 - Encouraging pride in language learning achievement

	• Encouraging informed choices about travel and consumption habits • Developing voice and confidence in persuasive speech and writing	• Strengthening self-awareness through goal setting and career thinking	• Preparing for life beyond GCSE with transferable skills
--	---	---	---