

SPANISH CURRICULUM MAP 2025 – 2026

Intent:

In Year 7 and 8, all students study Spanish and follow the National Curriculum. The Key Stage 3 Curriculum focuses on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It enables pupils to understand and communicate personal and factual information, and to develop and justify points of view in speech and writing, with increased spontaneity, independence and accuracy. In Year 7, students do so primarily in relation to their immediate needs and interests, whilst in Year 8, students begin to do so in relation to those of others. In so doing, students start to gain some insight into the lives of those who live in Spanish-speaking countries. In Year 9, all students continue to study Spanish and follow the KS3 National Curriculum with a view to sitting their GCSE in either Year 10 or 11. Building on their foundation of core grammar and vocabulary developed at Key Stage 3, Key Stage 4 students are expected to understand and respond to spoken and written language, and to communicate in speech and writing across a variety of contexts which sit beyond their immediate needs and interests.

The Key Stage 5 Curriculum focuses on building on knowledge, understanding and skills gained at GCSE. It concentrates on enhancing pupils' linguistic skills and promoting and developing their capacity for critical thinking through their knowledge and understanding of the language, culture and society of the Spanish-speaking world. It enables pupils to develop control of the language system to convey meaning, using both spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language. In Year 12, aspects of the social context are studied, together with aspects of artistic life of Spanish-speaking countries. After the completion of the AS examination, students begin the second-year course in Summer 2, covering further aspects of the social background, focusing on matters of multiculturalism. In Year 13, students study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement. In so doing, students develop their knowledge and understanding of the culture and society of countries where Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in Spanish. The content covered is suitable for students who wish to progress to employment or to further study, including a modern languages degree.

Implementation:

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	<p>Productive skills: Students learn the vocabulary and present tense verbs/structures in order to be able to describe themselves, their family members and give an opinion.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 7 studies.</p>	<p>Productive skills: Students learn the vocabulary and present tense verbs/structures in order to be able to describe their area, home and bedroom.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 7 studies.</p>	<p>Productive skills: Students build on the grammatical and lexical foundation they have acquired in the Autumn term to learn how to form the present and preterite (past) tenses in Spanish, so that they are able to write and talk about how they spend their free time, depending on the weather, and what they did last weekend.</p> <p>Receptive skills: teachers ensure that students have</p>	<p>Productive skills: Students revisit the present tense as they learn about the Spanish cities (Madrid and Barcelona) and what they can do there. They learn how to give directions and how to write and talk about some typical Spanish foods that they would like to try using a number of high-level structures from the future / conditional time frame.</p> <p>Receptive skills: teachers ensure that students have</p>	<p>Productive skills: Students revisit the present tense and key structures from this time frame once again within the context of school. Towards the end of this half term, students learn how to form the immediate future tense so that they can write and talk about their educational plans and career aspirations.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all</p>	<p>Productive skills: In the first half of Summer 2, students revisit all previously-seen topics and tenses to prepare for their final assessments. In the second half, students complete a project on the film 'Encanto'.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 7 studies.</p>

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8	<p>Productive skills: Students build on their knowledge and skills from Year 7 so that they are able to describe themselves and their family members using more complex language and structures. They learn how to describe their relationships with their family members using reflexive verbs in the present tense.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 8 studies.</p>	<p>Productive skills: Students revisit the present tense and key structures from this time frame so that they are able to describe more confidently and give their opinion on different aspects of school. Towards the end of this half term, students revisit how to form the immediate future tense so that they can write and talk about their educational plans and career aspirations in greater detail.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 8 studies.</p>	<p>Productive skills: Students revisit the present tense and key structures from this time frame so that they are able to write and talk about what they usually do during their holidays. They then revisit how to form the preterite (past) tense so that they can write and talk about what they did during a past holiday.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 8 studies.</p>	<p>Productive skills: Students build on their cultural knowledge of the Spanish capital as they learn about a number of Spanish customs and festivals. They use the 'they' form of the present tense in order to describe some key differences between the way in which Spanish and British people live. Students revisit the future and conditional time frames to talk about a festival they would like to attend.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 8 studies.</p>	<p>Productive skills: Students revisit both the present and preterite (past) tense within the context of technology and free time. They learn how to write and talk confidently about their use of technology, what they watch on television and their food preferences.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 8 studies.</p>	<p>Productive skills: In the first half of Summer 2, students revisit all previously-seen topics and tenses to prepare for their final assessments. In the second half, students complete a project on the film 'Coco'.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 8 studies.</p>
9	<p>Productive skills: Students learn how to talk about themselves and their family members and, in so doing, revisit the key verbs of 'ser' (to be) and 'tener' (to have). Student revisit the present tense more generally when describing how they spend time with their family members and learn how to conjugate reflexive verbs in the present tense so that they can talk about their family relationships. Students then revisit the immediate future tense so that they can talk about their future family plans.</p>	<p>Productive skills: Students build on the lexical knowledge that they acquired in Year 7 within the context of free time by learning to write and talk about this topic in the present, future and preterit tenses. They learn a number of key high-level structures from these time frames to add complexity and detail to their work.</p> <p>Cuando + subj. and weather phrases</p>	<p>Productive skills: Students build on the lexical knowledge that they acquired in Year 7 and 8 within the context of school by learning to write and talk about this topic in all key tenses. They will learn a number of key high-level structures from these time frames to add complexity and detail to their work.</p> <p>In the second half of the term, they study the topic of post-16 education and jobs.</p>	<p>Productive skills: Students revisit the present and past tenses in the context of technology.</p> <p>Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 9 studies.</p>	<p>Productive skills: Students revisit all of the topics and tenses that they have studied this year to prepare for their final assessments in Summer 2.</p> <p>Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 9 studies.</p>	<p>Productive skills: In Summer 1, students begin the term by discussing different celebrities and their impact on society. They also discuss the pros and cons of celebrity life. The second half of the term focuses on further developing students' speaking skills so students complete a range of speaking focussed activities in lessons.</p>

	Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 9 studies.	Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 9 studies.	Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 9 studies.			Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 9 studies.
10 (early-entry)	Productive skills: Students revisit all of the main tenses that they have seen lower down the school (present, preterite, imperfect, conditional and future) and their corresponding high-level structures within the context of travel and tourism, and their own area. Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.	Productive skills: Students revisit how to use modal verbs and impersonal constructions in the context of the environment. They also cover the topic of celebrity culture and learn how to form the perfect tense. A strong emphasis is placed on developing speaking skills ahead of students' first speaking mock in January. Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.	Productive skills: Students learn 'tener' phrases and how to form the subjunctive tense within the context of health. They also learn how to express agreement and disagreement so that they can give opinions on this topic. Later on, students revisit all key tenses and learn how to combine them fluently within the context of free time. Students complete their 1 st mock speaking exam. Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.	Productive skills: Students begin an intensive revision programme, which aims to consolidate their knowledge of grammar and vocabulary across the GCSE specification. During this half term, students spend their productive skills lesson practising their speaking skills in preparation for their speaking examination. Students complete their 2 nd mock speaking exam. Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.	Productive skills: once students have completed their speaking examination, they continue the intensive revision programme but focuses on consolidating their listening, reading and writing skills. Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.	<u>Pupils begin studying Portuguese.</u> <i>All students taking this course sit their GCSE in June of Year 10. During this half term, students therefore begin to study a new subject OR complete a Spanish project.</i>
10 (non-entry)	Productive skills: Students build on their prior knowledge and learn how to write and talk about their typical and past holidays using both the present and preterite (past) tense at a higher level. Towards the end of the term, they review the conditional tense so they can describe their ideal holiday. Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions	Productive skills: Students build on their prior knowledge and learn how to write and talk about a number of customs and festivals from the Spanish-speaking world using a range of tenses. Later on, they learn how to talk about future celebrations using both future tenses. Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.	Productive skills: Students review the present tense to discuss their lifestyle and diet. They learn 'tener' phrases and revise the immediate future tense to discuss changes they will make to lead a healthier life in the when they are older. Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.	Productive skills: Students review weather phrases, places in town and adverbs of places to describe their town in detail. They refine their translation skills by learning specific grammar point such as the use of 'desde hace' and relative clauses. Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.	Productive skills: Students revisit key tenses with the aim of discussing the environment. They also learn how to use impersonal structures to express solutions to such global problems. Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.	Productive skills: Students revisit all of the topics and tenses that they have studied this year. The focus for their productive skills lessons is on developing and consolidating their writing and speaking skills. Receptive skills: Teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 10 studies.

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11 Higher GCSE	<p>Productive skills: Students begin Year 11, broadly speaking, by studying the GCSE topics that they have not seen in Year 10, namely, technology, and the most challenging GCSE topics, namely, health, the environment and celebrity culture. They revisit the fundamentals of Spanish grammar and three key tenses (the present, the imperfect and the preterit) within these contexts. Once students have consolidated their knowledge of the two main past tenses, they revisit how to form the perfect tense and its more nuanced uses.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.</p>	<p>Productive skills: At the start of Autumn 2, students build on their knowledge of forming ‘si’ clauses and review the preterite and imperfect tense in order to narrate past events. They review the topics of school and careers, customs and festivals, and travel and tourism. Within this context, they revisit the present and future tenses. They also learn how to form the perfect tense.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.</p>	<p>Productive skills: Students revisit a number of GCSE topics, including home and local area. Within these contexts, students consolidate their understanding of all main tenses (immediate future, future, conditional, present, preterit and imperfect) and other key grammatical structures. The focus during this term is on developing speaking skills in preparation for their Speaking exam.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.</p>	<p>Productive skills: Students begin an intensive revision programme, which aims to consolidate their knowledge of grammar and vocabulary across the GCSE specification. During this half term, students spend their productive skills lesson practising their speaking skills in preparation for their speaking examination.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.</p>	<p>Productive skills: Once students have completed their speaking examination, they continue the intensive revision programme but focus primarily on consolidating their writing skills.</p> <p>Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.</p>	<i>All students taking this course sit their GCSE in June of Year 11.</i>
12	<p>Productive skills: Students spend the first half term covering the foundation of Spanish grammar. This includes: nouns and articles; adjectives and adverbs; relative adjectives; pronouns; and, direct and indirect pronouns. In addition, students revisit the main tenses in depth, namely, the present, the present continuous, the imperfect tense, the imperfect continuous, the</p>	<p>Productive skills: Students use their prior knowledge of the indicative tenses covered in Autumn 1 to learn how to form the subjunctive in multiple tenses, and how to use direct and indirect object pronouns in order to discuss the topic of cyberspace. In addition, students also learn about traditional and modern values, such as the changes to the family and attitudes</p>	<p>Productive skills: Students review the principal past tenses in the context of traditional and modern values. Students study the influence of the Catholic church, gender equality, and gay and transgender rights. Students also analyse the film ‘Volver’, discussing the context, the plot, the key themes, the characters and the director’s techniques. Students produce their first</p>	<p>Productive skills: Students use their prior knowledge of the indicative tenses covered in Autumn 1 to learn how to use the passive voice. They also review direct and indirect object pronouns within the context of Hispanic idols, such as singers and musicians, television and cinema stars and models. In addition, students continue studying the film ‘Volver’, plan and write essays on</p>	<p>Productive skills: Students revise the vocabulary acquired from the six topics covered in Year 12 in order to discuss Spanish regional identity, cultural patrimony, cyberspace, traditional and modern values, gender equality, and the influence of idols. At the beginning of this half term, students complete their AS-level examination for Paper 3 (speaking). Students complete their AS-level</p>	<p>Productive skills: Students build on the prior knowledge of the present tense, the imperfect and preterit tense, and the use of compound tenses in order to discuss the Year 13 topics of immigration. In addition, students also learn about racism, covering topics, such as racist and xenophobic attitudes, measures to combat racism and anti-racist legislation. These</p>

	<p>preterit, the perfect, the pluperfect, the future, the immediate future, the conditional, the subjunctive, the imperfect subjunctive, verbs and infinitive constructions and impersonal verbal constructions. Students use this grammar to discuss Spanish regional identity, such as customs and traditions, gastronomy and the co-official languages of the country. In addition, they discuss cultural patrimony, such as historical sites and pre-Hispanic civilisations, art and architecture and musical patrimony and diversity.</p> <p>Receptive skills: students learn how to translate texts into Spanish and English, and how to produce a reading summary within the context of Spanish regional identity and cultural patrimony.</p>	<p>towards marriage and divorce. In the final week of this half term, students will watch the film 'Volver' in preparation for its study in Spring 1.</p> <p>Receptive skills: students learn how to answer the 'gap fill' reading question, the 'synonym' reading question, reading comprehension and the listening summary within the context of cyberspace, and traditional and modern values.</p>	<p>essay on 'Volver' this half term.</p> <p>Receptive skills: students learn how to answer 'true/false/not mentioned' reading and listening questions, as well as listening comprehension within the context of traditional and modern values and gender equality.</p>	<p>key themes, characters and the director's techniques. In the final week, students practise their speaking skills for Paper 3 by reviewing all six topics covered in Year 12.</p> <p>Receptive skills: students learn how to answer the 'multiple choice' listening question, the 'statistics' listening question and the 'find the correct statements' reading question within the context of the influence of idols.</p>	<p>examination at the end of this half term for Paper 1 (reading, listening and writing) and Paper 2 (writing).</p> <p>Receptive skills: Students revisit the exam-style questions covered this year in the context of the six units covered in Year 12: Spanish regional identity, cultural patrimony, cyberspace, traditional and modern values, gender equality and the influence of idols.</p>	<p>topics have been carefully selected as they are easier for students to understand on a conceptual level. Students also read the book 'Como agua para chocolate', a literary text that will be studied in Autumn 1 of Year 13.</p> <p>Receptive skills: students revisit how to answer the 'synonym' reading question, translation into Spanish and the reading summary within the context of immigration and racism.</p>
13	<p>Productive skills: Students learn how to correctly use prepositions, revisit the use of pronouns and adverbs, review the conjugation of the present subjunctive with regular and irregular verbs, and learn how to use imperatives in order to be able to discuss the topic of integration, covering sub-themes, such as integration of cultures, education and religions. This topic builds on the prior learning in Year 12 Summer 2 where students encountered the topics of</p>	<p>Productive skills: Students learn how to form the perfect subjunctive, they revise the uses of the preterit tense and revisit how to form and apply the imperfect subjunctive in order to discuss the final sub-theme of 'young people of today, citizens of tomorrow: an ideal society'. In addition, students are also able to discuss the Spanish monarchy and Hispanic dictators, covering sub-themes such as the Franco dictatorship, the</p>	<p>Productive skills: Students learn how to use 'if' clauses with the imperfect and pluperfect subjunctive, revise how to use the passive voice correctly in order to be able to discuss the topic of popular movements, covering sub-themes, such as the effectiveness of protests and strikes, the power of trade unions and key examples of social protests. Students spend the final week compiling resources for their Independent</p>	<p>Productive skills: Students revisit the vocabulary acquired from the six topics covered in Year 12 in order to discuss Spanish regional identity, cultural patrimony, cyberspace, traditional and modern values, gender equality, and the influence of idols. In addition, students continue to study the literary text 'Como agua para chocolate', reviewing key characters and themes in order to produce written essays for Paper 2. Students also continue to review the</p>	<p>Productive skills: Students revisit the vocabulary acquired from the six topics covered in Year 13 in order to discuss immigration, racism, integration, 'young people of today, citizens of tomorrow', monarchs and dictators, and popular movements. At the beginning of this half term, students complete their A-level examination for Paper 3 (speaking). Students complete their A-level examination at the end of this half term for Paper 1</p>	<p><i>All students taking this course sit their A-Level in June of Year 13.</i></p>

	<p>immigration and racism. In addition, students are also able to discuss the topic of ‘young people of today, citizens of tomorrow’, covering sub-themes, such as, young people and their attitude towards politics and youth unemployment. Students spend the final week compiling resources for their Independent Research Project, which will be examined in the Paper 3 speaking examination. Finally, students also study the literary text ‘Como agua para chocolate’, revisiting the chapters from Year 12 Summer 2 and exploring the social and historical context, the characters and principal themes of the novel.</p> <p>Receptive skills: students learn how to translate into Spanish and English, and how to answer the reading summary question within the context of integration and ‘young people of today, citizens of tomorrow’.</p>	<p>evolution of the Spanish monarchy and Latin American dictators. Students spend the final week compiling resources for their Independent Research Project, which is examined in the Paper 3 speaking examination. Finally, students continue to study the literary text ‘Como agua para chocolate’, exploring the writer’s techniques and writing three essays. Students also revisit the film ‘Volver’ studied in Year 12 and review the plot, key characters and themes with the aim of writing a further two essays on this chosen work.</p> <p>Receptive skills: students learn how to answer the ‘gap fill’ reading question, the ‘synonym’ reading question, the reading comprehension and the listening summary within the context of ‘young people of today, citizens of tomorrow’ and the topic of monarchs and dictators.</p>	<p>Research Project, which will be examined in the Paper 3 speaking examination. Finally, students continue to study the literary text ‘Como agua para chocolate’, reviewing key characters and themes in order to produce written essays for Paper 2. Students also continue to review the film ‘Volver’ and revisit key characters and themes with the aim of writing a further essay for Paper 2.</p> <p>Receptive skills: students learn how to answer the ‘true/false/ not mentioned’ reading and listening questions, as well as listening comprehension within the context of popular movements.</p>	<p>film ‘Volver’ and revisit key characters and themes with the aim of writing further essays for Paper 2. Finally, students spend part of the final three weeks preparing for the Paper 3 speaking examination.</p> <p>Receptive skills: students learn how to answer the ‘multiple choice’ listening question, the ‘statistics’ listening question and the ‘find the correct statement’ reading question within the context of Spanish regional identity, cultural patrimony, cyberspace, traditional and modern values, gender equality, and the influence of idols.</p>	<p>(reading, listening and writing) and Paper 2 (writing).</p> <p>Receptive skills: Students revisit the exam-style questions covered this year in the context of the six units covered in Year 13: immigration, racism, integration, ‘young people of today, citizens of tomorrow’, monarchs and dictators, and popular movements.</p>	
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Enrichment Opportunities:

Key Stage 3:

- Students in Year 7 are invited to participate in the Spanish Cultural Club
- Students in Year 8 and 9 are invited to participate in the Translation Bee club.

Key Stage 4:

- Students are given access to a range of online platforms for example (Kerboodle, Quizlet) which provide them with extensive reading, listening and vocabulary learning opportunities in Spanish. This allows pupils to access extensive vocabulary and other tenses beyond what is needed for the exams.

Key Stage 5:

- Students attend a weekly language tutorial to support their speaking skills.
- Students are given access to a range of online platforms which provide them with extensive reading (which include case studies outside the scope of the exam specification), listening and vocabulary learning opportunities in Spanish.
- Students are encouraged to read news articles from 'BBC Mundo' to broaden and deepen their knowledge of the A-Level topics.
- Students are given the opportunity to watch films and read literature from the same director and author studied at A-Level.
- Students are invited to a Spanish tapas restaurant to try traditional Spanish food.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.