

SPANISH CURRICULUM MAP 2026 – 2027



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	Productive skills: Students learn the vocabulary and present tense verbs/structures in order to be able to describe themselves, their family members and write about/discuss their relationship with their family. They develop their speaking skills by creating short presentations on the topic of relationships. Receptive skills: Students read texts and listen to a range of extracts, which includes authentic material. Students also start to look at phonics and complete dictation tasks as part of their listening practice.	Productive skills: Students learn the vocabulary and present tense verbs/structures in order to be able to describe their home and what they do to help at home. They also learn how to use prepositions. They continue to develop their speaking skills by completing short GCSE-style general conversations, read aloud and photo card tasks. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.	Productive skills: Students build on the grammatical and lexical foundation they have acquired in the Autumn term. They revisit present tense verbs and structures before being introduced to the immediate future tense to describe they town and where they are going to live in the future. They continue to develop their speaking skills by completing short GCSE-style general conversations, read aloud and photo card tasks. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.	Productive skills: Students build on the grammatical and lexical foundation they have acquired so far in the academic year. They revisit the present tense before learning how to form the preterite tense in Spanish, so that they are able to write and talk about free time activities. They continue to develop their speaking skills by completing short GCSE-style general conversations and role-play tasks. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.	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 revisit the preterite tense to write and talk about a memorable school day/trip. They continue to develop their speaking skills by completing short GCSE-style general conversations and photo card tasks. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.	Productive skills: Students revisit all previously-seen topics and tenses, revising the formation of the present, preterite and immediate future tenses. Students complete a project on the topic of 'Celebrity Culture' which allows them to explore famous people from the Spanish-speaking world and revise the present, preterite and future tenses. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.

8	Productive skills: Students build on their knowledge and skills from Year 7 and 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 a recent trip. They complete short general conversations and photo card tasks to develop their speaking skills. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.	Productive skills: Students revisit the present in the context of the environment. They write and talk about problems in their area and what they do to protect the planet. They learn how to use the conditional tense and the imperative to discuss what people should/must do to save the planet. They complete short general conversations and role-play tasks to develop their speaking skills. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.	Productive skills: Students first learn how to talk about health problems using the structure 'me duele'. They then revisit the present and conditional tenses, this time in the context of health. They use impersonal structures to discuss how people can lead a healthy life and give advice on how to stay fit. They complete photo card and read-aloud tasks to develop their speaking skills. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.	Productive skills: Students build on their cultural knowledge of the Spanish-speaking world as they learn about a number of customs and festivals. Students revisit the preterite tense and conditional tense to talk about a festival they attended in the past and would like to attend in the future. They develop their speaking skills by creating short presentations on the topic of customs and festivals. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.	Productive skills: Students revisit both the present and preterite (past) tense within the context of technology. They learn how to write and talk confidently about their use of technology and discuss the pros and cons of social media. They complete short general conversations as well, role-play and photo card tasks to develop their speaking skills. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.	Productive skills: Students revisit all previously-seen topics and tenses, revising the formation of the present, preterite, conditional and immediate future tenses. Students complete a Film project on 'Coco' which allows them to explore Mexican culture. They creating a short presentation on the 'Día de los Muertos' to develop their speaking skills. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.
9	Productive skills: Students build on the lexical knowledge that they acquired in Year 7 to talk about identity and relationships. Student review the present tense to describe how they spend time with their family members and use reflexive verbs to talk about their relationships. Students revisit the future tenses to write and talk about their future family plans. Students work on GCSE exam-style read aloud tasks. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.	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 preterite tenses. They learn a number of key high-level structures from these time frames to add complexity and detail to their work. Students work on GCSE exam-style photo card tasks and general conversations. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.	Productive skills: Students build on the lexical knowledge that they acquired in Year 7 within the context of Education by learning to write and talk about this topic in the present tense. They will learn how to narrate a typical day at school. Students work on GCSE exam-style photo card tasks and general conversations. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work. They continue with phonetical studies and dictation work.	Productive skills: Students revisit the main future and conditional tenses within the context of Post-16 education and future careers. They build on their knowledge of the tenses they have acquired so far to form 'if' clauses and more complex sentences. Students work on GCSE exam-style role-play tasks and general conversations. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.	Productive skills: Students start preparing for their final assessment by revisiting all of the topics and tenses that they have studied this year. Students work on GCSE exam-style read aloud tasks, photo card tasks and general conversations. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.	Productive skills: Students study the topic of Celebrity culture and discuss the pros and cons on being famous using 'lo+adj' structures'. They continue by revisiting the conditional tense to write / talk about whether they would like to be famous in the future. Students work on GCSE exam-style role-play tasks, photo card tasks and general conversations. Receptive skills: Students continue to develop their reading and listening skills, as well as their phonetical studies and dictation work.

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. They also deepen their understanding of how to form and use the subjunctive mood to express their opinions on a number of social and global issues. 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 how to form the perfect 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. 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. 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 focus primarily on consolidating their 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 complete a creative writing project.</u> Productive skills: Students learn how to use both the preterite and imperfect tenses in context of story-telling. Students work in pairs to write their own fairy tale stories. Receptive skills: Students listen to their peers' stories and complete a range of reading comprehension tasks.
10 (non-entry)	Productive skills: Students build on their prior knowledge and learn how to write and talk about their holidays using the present, preterite and conditional tense with 'si' clauses at a higher level. They continue with phonetical studies and dictation work. Students complete role play tasks, read aloud task and photo cards to develop their speaking skills. Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.	Productive skills: Students build on their prior knowledge and learn how to write and talk about a number of Spanish customs and festivals using all three time frames. Students complete role play tasks, read aloud task and photo cards to develop their speaking skills. Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.	Productive skills: Students study the topic of healthy living and Spanish lifestyle and discuss different types of diets. They learn how to talk and write about their health using both the present and imperfect tenses. They also learn how to form the present subjunctive in the context of the importance of a healthy lifestyle. Students complete role play tasks, read aloud task and photo cards to develop their speaking skills. Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.	Productive skills: Students revisit the topics of free time and home and local area which they covered in Year 9. They consolidate their application of grammar and learn how to combine tenses within this context. Students complete role play tasks, read aloud task and photo cards to develop their speaking skills. Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.	Productive skills: Students revisit both the present and future tenses with the aim of forming 'if' clauses within the context of the environment. They also learn how to use impersonal structures to express solutions to such global problems. Students complete role play tasks, read aloud task and photo cards to develop their speaking skills. Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.	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 speaking skills. Students complete role play tasks, read aloud task and photo cards to develop their speaking skills. Receptive skills: students practice a range of listening and reading GCSE exam-style questions within this context.
11 Higher GCSE	Productive skills: students begin Year 11, broadly speaking, by studying the GCSE topics that they have not seen in Year 10, namely, media and technology, and the most challenging GCSE topics, namely, healthy living and lifestyle, the environment and where people live and celebrity culture. They revisit the	Productive skills: Students continue to revisit key tenses for writing and translation skills. Students review the topic of celebrations and festivals and travel and tourism during this term. They also review the topic of education and work which they did not cover in Year 10.	Productive skills: Students revisit a number of GCSE topics that they studied in Year 10, namely, travel and tourism and free time. Within these contexts, students consolidate their understanding of all main tenses (immediate future, future, conditional, present, preterite and imperfect) and	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	Productive skills: once students have completed their speaking examination, they continue the intensive revision programme but focus primarily on consolidating their writing skills. Receptive skills: teachers ensure that students have sufficient practice of all	<i>All students taking this course sit their GCSE in June of Year 11.</i>

	fundamentals of Spanish grammar and three key tenses (the present, the imperfect and the preterite) 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. Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.	Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.	other key grammatical structures. Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.	preparation for their speaking examination. Receptive skills: teachers ensure that students have sufficient practice of all receptive-skill questions over the course of their Year 11 studies.	receptive-skill questions over the course of their Year 11 studies.	
12	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 preterite, 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. Students also watch the film <i>Volver</i> and start their analysis of key themes. Students produce their first essay on ‘<i>Volver</i>’ this half term.	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 towards marriage and divorce. Students continue to analyse the film ‘<i>Volver</i>’, discussing the context, the plot, the key themes, the characters and the director’s techniques. 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.	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. 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.	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 ‘<i>Volver</i>’, plan and write essays on 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. 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.	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 examination at the end of this half term for Paper 1 (reading, listening and writing) and Paper 2 (writing). 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.	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 topics have been carefully selected as they are easier for students to understand on a conceptual level. Students also read the book ‘<i>Como agua para chocolate</i>’, a literary text that will be studied in Autumn 1 of Year 13. 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.

	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.					
13	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 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. 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’.	Productive skills: Students learn how to form the perfect subjunctive, they revise the uses of the preterite 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 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. 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.	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 Research Project, which is 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. 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.	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 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. 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.	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 (reading, listening and writing) and Paper 2 (writing). 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.	<i>All students taking this course sit their A-Level in June of Year 13.</i>

Enrichment Opportunities:

Key Stage 3:

- Students in Year 7 and Year 8 are invited to participate in the Spanish Cultural Club.
- Students in Year 7 and Year 8 can join the Mandarin club
- Students in Year 7, Year 8 and Year 9 can join the homework club to access additional support.

Key Stage 4:

- Students are given access to a range of online platforms, for example Kerboodle and 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.
- Students studying French will have the opportunity to go on a Residential Trip to Paris

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 articles from 'BBC Mundo' to broaden and deepen their knowledge of A-Level topics.
- Students are encouraged to watch films and read literature from the same director and author studied at A-Level.
- Students are invited to attend a school trip to a Spanish restaurant to try Spanish traditional food
- Students are invited to attend a school trip to BFI Southbank for a Study day on the film Volver

Impact:

Our curriculum is designed to develop confident, resilient and independent linguists who are equipped with the knowledge, skills and cultural understanding needed to succeed both academically and beyond the classroom. Through a carefully sequenced curriculum, regular retrieval practice and ongoing formative assessment, students build secure knowledge over time and develop that ability to apply their learning in a range of contexts.

Frequent low-stakes assessment enables teachers to identify misconceptions quickly, provide targeted support and adapt teaching to meet the needs of all learners. This approach strengthens long-term retention, promotes deeper understanding and ensures that students make sustained progress throughout their language-learning journey.

Students develop increasing confidence and proficiency in listening, speaking, reading and writing, allowing them to communicate effectively and authentically in the target language. Exposure to cultural experiences, authentic resources and enrichment opportunities fosters curiosity, broadens perspectives and deepens students' appreciation of the cultures and communities associated with the languages they study.

Summative assessments are completed each term and assess both recently taught content and previously acquired knowledge. This cumulative approach reinforces learning and ensures that students retain and build upon key concepts over time. Assessment outcomes are moderated and analysed by teachers and the Subject Leader to identify strengths, address areas for development and inform curriculum planning, intervention strategies and departmental improvement priorities.

As a result, students leave each key stage with strong linguistic foundations, a greater understanding of the wider world and confidence to continue their language studies at the next stage of education.