



SPANISH CURRICULUM MAP

Intent:

In the Modern Foreign Languages Department, we will inspire our students to be passionate learners of foreign languages. Through the teaching of vocabulary and grammar, we will teach them not only how the foreign language works, but also give them a greater understanding of their own home language. By giving them an insight into the culture of the Target Language countries in lessons, and outside of the classroom when possible, we hope to encourage their inquisitive minds to not only learn about other countries and their languages, but also to enjoy the exposure to new ideas and traditions, fostering a stance of openness and curiosity towards the world. Finally, we will seek to equip them with the courage, flexibility and interpersonal skills that will help them thrive in the 21st century.

Key stage 3

YEAR 7	Mi vida (my life)	Mi tiempo libre (my free time)	Mi insti (my school)
Key Knowledge	• Introducing yourself • Recognising and producing Spanish sounds correctly • Describing your personality and using adjectives correctly • Saying how old you are using numbers up to 20 and using the verb tener • Saying when your birthday is using numbers up to 31 and months of the year and using the verb ser • Learning the alphabet • Saying what pets you have and making adjectives agree with nouns	• Talking about your free time and giving opinions using me gusta + infinitive • Saying what you do and with whom • Using -ar verbs in the present tense • Talking about the weather • Talking about sports and using the verbs hacer and jugar in the present tense	• Saying what you study and using -ar verbs to say what 'we' do • Giving opinions of school subjects and reasons using me gusta and me gustan + articles • Describing your school and using the words for 'a' and 'some' • Saying what you do during break time, including what you eat and drink • Using -er and -ir verbs in the present tense
Key Subject Skills	The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.		
Personal development:	Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preeminent, and fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.		

Connections with careers	The National Language Strategy highlighted that whilst languages ‘are strategically vital for the future of the UK’, ‘there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.’ In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.
Home support	Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of ‘academic socialisation’, identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children’s achievement in school.

YEAR 8	Mi familia y mis amigos (my family and friends)	Mi ciudad (my town/city)	Mis vacaciones (my holidays)
Key Knowledge	• Talking about your family and using possessive adjectives • Describing people’s hair and eyes • Using the verbs ser and tener in the present tense • Saying what other people look like, using the third person form of verbs • Describing where you live • Using the verb estar to talk about location	• Talking about your town or village • Using ‘a’ and ‘some’ and ‘many’ • Telling the time • Using the verb ir • Describing what is in your town • Talking about what you do where you live • Ordering in a café • Using the verb querer • Using the near future tense to say what you are going to do	• Talking about a past holiday • Using the verb ir in the preterite • Using the preterite of regular -ar, -er and -ir verbs • Saying what you did on holiday • Describing the last day on holiday • Saying what your holiday was like • Using the preterite of ser
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YEAR 9	A comer (let’s eat)	¿Qué hacemos? (What shall we do?)	GCSE Content Starts ¡Diviértete! (free time, media and technology)	Viajes (Travel & holidays)	Mi gente, mi mundo (My people, my world)
Key Knowledge	• Saying what food you like • Using a wide range of opinions • Describing mealtimes • Using negatives • Ordering a meal	• Arranging to go out • Using me gustaría + infinitive • Making excuses • Using modal verbs querer and poder • Using reflexive verbs	• Talking about life online • Using the present tense • Using expressions of frequency • Talking about sports and free time activities • Using opinion verbs and expressions • Arranging to go out	• Using me gusta(n) and me gustaría • Describing a photo • Discussing travel plans • Using comparatives • Saying what you can do using se puede + infinitive • Talking about festivals in the Spanish-speaking world	• Using possessive adjectives • Describing people • Using the present continuous to describe a picture • Using ser for physical descriptions and estar for location

	• Saying what you're going to buy for a party • Using the near future tense	• Talking about clothes • Using this/these • Talking about sporting events	• Revising the near future tense • Planning a visit • Saying what you did at the weekend • Using the preterite (past) tense • Talking about days that went wrong • Using different verbs in the preterite • Using direct object pronouns	• Using hay and hay que • Using extended sentences with 'if' • Saying what you did on holiday • Using the 'I' and 'we' forms of the preterite tense • Using a range of structures to give opinions in the past • Describing where you stayed • Using the imperfect tense for descriptions • Asking questions • Using three different time frames to talk about holidays	• Talking about who you follow on social media • Using the he/she/it form of the preterite tense • Using the personal 'a' • Talking about identity and what matters to you • Using direct object pronouns • Talking about problems and giving advice • Using estar to express moods • Using querer and poder + infinitive
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Key stage 4: GCSE

YEAR 10	Mi estilo de vida (My lifestyle)	¡A clase! (To class!)	Mi barrio y yo (my area and I)	Un mundo mejor para todos (A better world for all!)	El Futuro te espera (The future is waiting for you)
Key Knowledge	• Learning about typical foods in Spanish-speaking countries • Using adjectives of nationality • Describing healthy daily routines • Using indefinite adjectives • Using tener + noun • Talking about mealtimes and food trends • Using se necesita and hay que + infinitive	• Learning about schools in Spain • Using superlative adjectives • Talking about a typical day at school • Forming questions • Talking about subjects and giving opinions • Talking about how you would change your school • Using the conditional tense	• Finding out about Colombia • Talking about your area • Describing cities • Using the future tense • Using prepositions of place for directions • Describing how a city or town has changed • Using demonstrative adjectives for descriptions	• Talking about natural wonders of Spanish-speaking countries • Talking about how you help in your community • Using the imperative • Using the present and preterite tenses • Talking about climate change • Using the imperfect continuous • Using two tenses to talk about weather	• Learning about Latino trail blazers • Using different tenses to talk about the past • Talking about your hopes and dreams • Using different ways to express future plans • Talking about getting a job • Using para / sin + infinitive • Giving advice using hay que / tienes que

	• Comparing old and new habits • Using the imperfect tense to say what you used to do • Talking about illnesses and injuries • Using reflexive verbs in the preterite tense • Giving advice using debes and tienes que + infinitive • Discussing future plans for health • Using the simple future tense	• Talking about students and teachers • Using negatives • Forming questions • Describing a school trip in the past • Using adjectives and adverbs • Identifying false friends	• Comparing now and then in the imperfect tense • Describing shopping preferences • Giving preferences about where you live • Making comparisons • Using different tenses to describe your area • Talking about where you live • Using irregular preterite verbs	• Talking about actions to help the environment • Using three tenses in the 'I' and 'we' forms • Writing about what you do for the environment • Talking about social and climate issues • Using (no) se debería + infinitive • Consolidating the preterite tense	• Using masculine and feminine nouns for jobs • Using suffixes • Talking about the importance of learning languages • Using modal verbs • Using the 24 hour clock • Talking about changes in the world of work • Listening for percentages • Talking about the impact of AI • Using the simple future tense • Using articles
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YEAR 11	GCSE Foundation ¡Diviértete! (free time, media and technology)	Viajes (Travel & holidays)	Mi gente, mi mundo (My people, my world)	Mi estilo de vida (My lifestyle)
Key Knowledge	• Talking about Spanish-speaking sports stars • Talking about life online • Using the present tense • Using expressions of frequency • Talking about sports and free time activities • Using opinion verbs and expressions • Arranging to go out • Revising the near future tense • Planning a visit • Saying what you did at the weekend • Using the preterite (past) tense	• Using me gusta(n) and me gustaría • Describing a photo • Discussing travel plans • Using comparatives • Saying what you can do using se puede + infinitive • Talking about festivals in the Spanish-speaking world • Using the superlative • Using extended sentences with ‘if’ • Saying what you did on holiday • Using acabar de + infinitive	• Using possessive adjectives • Describing people • Using the present continuous to describe a picture • Using ser for physical descriptions and estar for location • Talking about who you admire • Saying how long you have been doing something • Using the personal ‘a’ • Talking about friendships and relationships • Using reflexive verbs	• Learning about typical foods in Spanish-speaking countries • Using adjectives of nationality • Describing healthy daily routines • Using indefinite adjectives • Using tener + noun • Talking about mealtimes and food trends • Using direct object pronouns • Comparing old and new habits • Using the imperfect tense to say what you used to do • Talking about illnesses and injuries

	• Talking about days that went wrong • Using different verbs in the preterite • Using direct object pronouns	• Using a range of structures to give opinions in the past • Describing where you stayed • Using the imperfect tense for descriptions • Giving and spotting negative opinions • Using three different time frames to talk about holidays • Using suelo + infinitive	• Using pronouns me and te before a verb • Talking about identity and what matters to you • Using para + infinitive • Talking about problems and giving advice • Using estar to express moods • Using podrías and deberías + infinitive	• Using reflexive verbs in the preterite tense • Giving advice using debes and tienes que + infinitive • Discussing future plans for health • Using the simple future tense
YEAR 11 Cont...	¡A clase! (To class!)	Mi barrio y yo (my area and I)	Un mundo mejor para todos (A better world for all!)	El Futuro te espera (The future is waiting for you)
Key Knowledge	• Learning about schools in Spain • Using superlative adjectives • Talking about a typical day at school • Using the relative pronouns que, cuando and donde • Talking about subjects and giving opinions • Using lo que • Talking about the opinions of others • Talking about how you would change your school • Using the conditional tense • Using impersonal verbs with an infinitive	• Finding out about Colombia • Recognising demonstrative adjectives • Talking about your area • Describing cities • Using the perfect tense • Using prepositions of place for directions • Describing how a city or town has changed • Using demonstrative adjectives for descriptions • Comparing now and then in the imperfect tense • Describing shopping preferences	• Talking about natural wonders of Spanish-speaking countries • Talking about how you help in your community • Using the imperative • Using hace falta, falta, vale la pena, basta • Talking about climate change • Using the passive • Using the imperfect continuous • Talking about actions to help the environment • Avoiding the passive • Practicing negatives • Talking about solutions	• Learning about Latino trail blazers • Using Spanish stress patterns correctly • Talking about your plans for the future • Using seguir and continuar + present participle • Talking about getting a job • Using possessive pronouns • Using prepositions followed by the infinitive • Talking about future career intentions • Using masculine and feminine nouns for jobs

	• Talking about students and teachers • Using negatives • Forming questions • Describing a school trip in the past • Using adjectives and adverbs • Identifying false friends	• Giving preferences about where you live • Using the present subjunctive with cuando • Revising comparisons • Talking about where you live • Finding different ways to describe future plans	• Using the present subjunctive to give opinions • Using (no) se debería + infinitive	• Using suffixes • Talking about the importance of learning languages • Using modal verbs • Using different verb forms • Talking about changes in the world of work • Listening for percentages • Talking about the impact of AI • Using para que + present subjunctive • Working out the infinitive of a conjugated verb
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Key Stage 5: A levels

YEAR 12	Unit 1 – Traditional and modern values Unit 4 – Artistic culture in the Hispanic world	Unit 2 – Cyberspace Unit 5 – Regional identity in Spain	Unit 3 – Equal rights Unit 6 – Cultural heritage	Film and literature
Key Knowledge	- Families in the past and now - Catholicism and festivals - Marriage and relationships - Different family forms - Music idols - Sporting heroes - Fame culture	- Different sides to the internet - The impact of new technology - Smartphones - Easter in Spain - Bullfighting - Spanish gastronomy - Spain’s other languages	- Women’s rights - Contemporary women - The rights of the LGBT collective - Improving womens’ situation - Perú: incas, conquistadores and historical marvels - Mexican art	- Volver, Pedro Almodóvar (from term 4) - Crónica de una muerte anunciada, Gabriel García Márquez (from term 6)
			- Arabic architecture in Andalucía - Musical heritage in the Hispanic world	

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Home support	At this stage, students should be growing in independence and learning to take responsibility for their own studies. Parents and carers can still support their children through listening empathetically, encouraging them and helping them to reflect on what they are doing. Practically, parents can help students to organise their schedule so that they have plenty of time and energy for their studies.

YEAR 13	Unit 7 – Immigration Unit 10 – Young people and politics	Unit 8 – Racism Unit 11 – Monarchies and dictatorships	Unit 9 – Coexistence and integration Unit 12 – Social movements	Film and literature
Key Knowledge	- Immigration in Spain - The life and struggles of undocumented immigrants - Mexican immigration in the US	- Racist attitudes in Spain before and now - Measures against racism in Hispanic America	- Coexistence between cultures in medieval Spain - Coexistence and integration in schools	- Volver, Pedro Almodóvar

	- Young people's engagement with politics - Youth unemployment - The ideal society	- Antiracist legislation in the Hispanic World - Francoism in Spain - The evolution of the monarchy in Spain - Latin American dictators	- Coexistence in modern Spain - The power of trade unions - Social movements in depth - The effectiveness of protests	- Crónica de una muerte anunciada, Gabriel García Márquez
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