Curriculum map: SPANISH

Key Stage 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Topic Focus:** Introduction to Spanish Sound-Spelling Links & Personal Identity. **Core Knowledge:** Greetings, exchanging names and ages, and discussing birthdays. Establishing target language routines and identifying core phonics foundation (Sound-Spelling Cards and syllables). Numbers 1–31. **Grammar**: Present tense of *llamarse*, *estar*, and *tener* (1st/3rd person singular) ; classroom requests (*puedo* / *hay que* + infinitive). Introduction to cognates and the inverted question mark.	**Topic Focus:** Describing Family, Friends, and Self. **Core Knowledge:** Identifying family members and naming others. Describing physical appearance (including hair and eye colours) and personality types. **Grammar:** 1st and 3rd person singular/plural of *ser* and *tener* ; adjectival agreement (masculine/feminine/singular/plural) ; possessive adjectives (*mi* vs. *mis*) and definite articles.	**Topic Focus:** Exploring Where We Live. **Core Knowledge:** Expressing geographical location (countries, compass points, and towns). Describing different housing types and home features. **Grammar:** Present tense of the regular verb *vivir* ; indefinite articles (*un* vs. *una*) ; using the conditional phrase *me gustaría* + infinitive.	**Topic Focus:** Urban environments, Outings, and Local Area Opinions. **Core Knowledge:** Discussing places normally visited in a town and weekend plans. Expressing personal opinions about a local area with justifications. **Grammar**: Present tense and near future tense (*ir* + *a* + infinitive) of the irregular verb ir (1st/3rd person) ; quantifying surroundings using hay / no hay with negative structures (omission of definite article after no hay).	**Topic Focus:** School Subjects, teachers, and Facilities. **Core Knowledge:** Discussing school timetables and expressing likes/dislikes of academic subjects. Describing school facilities and evaluating teachers. **Grammar:** Regular present tense -*AR* verbs (including the *nosotros* form) ; combining opinion expressions with definite articles (*me gusta la...*) ; plural indefinite articles (*unos* / *unas*) and plural definite articles (*los* / *las*).	**Topic Focus:** Designing a school **Core Knowledge:** Collaborative, cross-curricular project: "Design a School". Synthesizing vocabulary for school facilities, descriptions, and rationales to present a custom school layout. **Grammar:** Consolidation of Year 7 structures: applying adjectival agreement, negative structures (*no hay*), and opinion justifications (*porque*) within presentations.

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic Focus: Past Holidays, Mobile Technology, & Music Preferences. **Core Knowledge:** Recounting past holiday destinations, companions, transport methods, and activities. Describing holiday weather, final days, and overall evaluations. Discussing daily mobile phone usage and expressing a range of opinions about musical genres, tracks, and groups. **Grammar:** Full paradigm of the preterite tense of irregular verbs *ir* and *ser*; regular preterite endings for *-ar*, *-er*, and *-ir* verbs; orthographic spelling changes in the preterite (e.g., *saqué*). Revision of the regular and stem-changing present tense paradigms.	**Topic Focus:** Media Preferences, Daily Routines, & Extended Personal Descriptions. **Core Knowledge:** Discussing television preferences (comedies, documentaries, soaps), navigating TV schedules, and authentic texts. Recounting yesterday's activities and routines. **Grammar:** Present tense paradigm of the stem-changing verb *preferir*; comparative structures (*más... que...*); preterite tense of *hacer*. Dual-tense usage by combining present and preterite structures alongside time markers. Introduction to the **10 Keys** structural framework.	**Topic Focus:** Diet, Mealtimes, & Restaurant Interactions. **Core Knowledge:** Expressing broad opinions on food and drink items. Describing routine daily mealtimes, breakfast items, and specific food groups. Navigating social interactions in a restaurant setting, ordering dishes, and planning a celebratory meal. **Grammar:** Plural variations of opinion phrases (*me gusta* vs. *me gustan*) paired with definite articles; noun-adjective gender agreements). Structural rules of present-tense verbs *desayunar*, *comer*, and *cenar*. Omission rules with complex negative pairs (*no... nada*, *nunca*). Introduction to formal vs. informal address registers (*tú*, *usted*, *ustedes*) and the full paradigm of the near future tense.	**Topic Focus:** Social Arrangements, Special Events, & Getting Ready. **Core Knowledge:** Giving detailed past accounts of parties, social events, and special occasions. Making arrangements to go out, choosing meeting places, negotiating times, making excuses, and explaining obstacles. Describing step-by-step personal grooming and preparation routines. **Grammar:** Cross-temporal application (combining present, preterite, and near future tenses within a single context). Linguistic overlap rules (identical present and preterite "we" forms for *-ar* verbs). Conditional requests using *me/te gustaría* + infinitive. Syntactic contraction rules (*a + el = al* and *de + el = del*). Present tense paradigms of stem-changing verbs *querer* and *poder*, duty expressions (*tener que* + infinitive), and reflexive verb mechanics.	**Topic Focus:** Fashion, Personal Style, & Sporting Events. **Core Knowledge:** Describing clothing items worn routinely or for special evening occasions. Discussing sports participation, matches, tournaments, and athletic achievements across different timeframes. Reviewing and adapting complex grammatical components to form high-impact pieces of extended writing. **Grammar:** Adjectival agreement rules applied specifically to color categories; syntax and usage of demonstrative adjectives (*este/esta/estos/estas*). Multi-tense sequencing (fluidly moving between past, present, and future timelines).	**Topic Focus:** Summer Camps, Holiday Leisure, & Film Analysis. **Core Knowledge:** Evaluating and describing holiday leisure options, choosing ideal activities, and discussing the concept of summer camps. Utilizing target-language fillers to develop spontaneous speaking and linguistic fluency. **Grammar:** Impersonal expressions using *se puede* and *se pueden* followed by a verb in its infinitive form. Introducing the comparative superlative structure (*el/la/los/las más* + adjective + *de*) to rank choices. Continued consolidation of multi-tense text structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	**Topic Focus:** Personal Preferences, Entertainment Media, & Introduction to the World of Work. **Core Knowledge:** Discussing leisure interests, television, and film genres. Talking about future birthday plans and special celebrations. Exploring careers, jobs, workplace responsibilities, and describing bosses or clients. **Grammar:** Present tense of *gustar* paired with definite articles ; full paradigms of regular present tense verbs (*-ar*, *-er*, *-ir*) and key irregulars (*ir*, *hacer*, *ser*). Construction of the near future tense (*ir + a + infinitive*) and job obligations using *tener que* + infinitive.	**Topic Focus:** Future Career Aspirations & Retrospective Work Experiences. **Core Knowledge:** Specifying ideal future employment choices and using character traits to justify professional fit. Discussing long-term plans such as university, volunteering, or living abroad. Recounting past workdays, describing typical shifts, and contrasting past duties with current routines. **Grammar:** Conditional phrasing with *me gustaría* + infinitive ; adjectival agreements for professional descriptions. Use of the near future perspective *va a ser* + adjective. Preterite tense of regular verbs and the irregular verb *ir* (*fue* + opinion), alongside present-tense structures using sequencers.	**Topic Focus:** Diet, Active Lifestyles, Daily Routines, & Physical Well-being **Core Knowledge:** Evaluating eating and drinking habits, discussing food groups, and describing nutritional frequency. Outlining sports habits and physical fitness methods. Detailing daily personal schedules from morning to night and explaining specific physical illnesses or symptoms. **Grammar:** Direct object pronouns and frequency adverbs with negative structures. Full paradigm of stem-changing present verbs (*jugar*, *preferir*, *empezar*) and their initial preterite conversions. Reflexive verb mechanics for daily routines and *me duele / me duelen* alongside distinctions between *ser* and *estar*.	**Topic Focus:** Global Citizenship, Children's Rights, & Fair Trade. **Core Knowledge:** Formulating guidelines for getting fit and maintaining a healthy lifestyle. Exploring the lives of children internationally, discussing global nationalities, and addressing the concept of fair trade wages and working conditions. Discussing regular commutes and journeys to school. **Grammar:** Impersonal obligations using *(no) se debe* + infinitive. Present tense structures focused on 3rd person singular and plural forms (*tiene*, *vive*, *trabaja*, *ganan*). Structuring abstract viewpoints using *lo bueno es que / lo malo es que* and comparative structures.	**Topic Focus:** Environmental Pressures, Local Urban Evolution, & Social Fundraising. **Core Knowledge:** Identifying environmental problems and discussing local conservation and recycling actions. Comparing how a town or neighborhood looked in the past versus how it features today. Exploring broader global issues and organizing community fundraising efforts. **Grammar:** Using the 1st person plural (*nosotros*) present tense for collective action. Conditional advice models using *(no) se debería* + infinitive. Introduction to the imperfect tense *(había, estaba, tenía, era)* paired with the present tense *(hay, está, tiene, es)* to demonstrate timeline changes.	**Topic Focus:** Cultural Film Studies **Core Knowledge:** Linguistic analysis of the target-language film Encanto. Exploring cinematic themes, cultural backgrounds, character backgrounds, and storylines. Synthesizing descriptive vocabulary, past-tense timelines, and personal reviews to complete a multi-skill cultural assessment project. **Grammar:** Consolidation of Key Stage 3 grammatical pillars: combining descriptions, character analysis structures, and multi-tense narration (past, present, and future) within comprehensive spoken and written film reviews.

Key Stage 4

Exam Board: Edexcel

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Topic Focus:** Digital Life, Free Time Sports, Social Plans, & Transit Logistics. **Core Knowledge:** Evaluating life online and technology habits. Discussing sports participation, active leisure choices, and orchestrating social outings with friends. Recounting weekend activities and navigating situations where plans go wrong. Formulating upcoming travel and transport arrangements. **Grammar:** Full present tense paradigms of regular and irregular verbs combined with frequency adverbs. Direct object pronouns and structures with querer and poder. Application of the preterite tense alongside temporal markers. Impersonal structures using se puede + infinitive and comparative adjectives.	**Topic Focus:** Hispanic Festivals, Retrospective Holiday Accounts, & Accommodation. **Core Knowledge:** Exploring and describing traditional cultural festivals and street events across the Spanish-speaking world. Detailing past holiday locations, activities, and vacation experiences. Describing hotel stays, lodging environments, and navigating holiday itineraries. **Grammar:** Using "if" clauses with the present tense alongside obligation markers hay / hay que. Superlative structures to rank experiences. Applying retrospective opinions via *acabar de* + infinitive. Formulating questions and contrasting positive/negative viewpoints using the imperfect tense vs. the preterite tense.	**Topic Focus:** Personal Identities, Modern Role Models, Relationships, & Social Media. **Core Knowledge:** Interpreting and describing portraits or photographs of people. Identifying personal role models, explaining their influence, and defining what makes an individual inspirational. Discussing family dynamics, peer friendships, and evaluating the modern advantages or disadvantages of social media platforms. Expressing personal values and seeking or giving advice for common teenage dilemmas. **Grammar:** Present continuous tense structures for active descriptions. Differentiating *ser* (physical traits) from *estar* (locations/feelings). Syntactical rules for the personal *a* and duration tracking using *desde hace* + present tense. Reflexive verbs in the present tense. Structuring abstract value phrases (*lo más importante / lo bueno / lo malo*) and modal verbs (*debes, tienes que, debería, podría* + infinitive).	**Topic Focus:** Nutritional Habits, Lifestyle Transformations, & Physical Ailments. **Core Knowledge:** Describing daily health choices, dietary habits, and traditional mealtimes. Comparing historical lifestyles and childhood routines with modern daily habits. Explaining physical illnesses, symptoms, medical complaints, and injuries. **Grammar:** Indefinite adjectives (*algunos, mismos, muchas, demasiados*). Idiomatic expressions using *tener* + noun. Impersonal necessity constructions via *se necesita / hace falta* + infinitive. Direct object pronouns. Variations of *me duele / me duelen* and reflexive verbs applied within past timelines.	**Topic Focus:** Future Well-being, The Hispanic Education System, & Academic Routines. **Core Knowledge:** Considering future health intentions, wellness targets, and lifestyle adaptations. Comparing the Spanish school system with UK schools. Outlining the structure of a typical school day, discussing current timetables, and evaluating subjects. **Grammar:** Formation and application of the simple future tense and future-oriented condition patterns ("if" clause present + future). Managing multiple concurrent timelines (imperfect, present, and future). Interrogative sentence structures. Duration modeling using *llevo* + time phrase + present participle , and relative pronoun frameworks via *lo que*.	**Topic Focus:** School Rules, Ideal Schools, & People at School. **Core Knowledge:** Saying how you would change or improve your school. Discussing school rules, uniform, and what is allowed/forbidden. Describing and expressing opinions about students and teachers in the school community. **Grammar:** Formation and use of the conditional tense (e.g., *cambiaría, sería*). Using double negatives ("negative sandwiches" like *no... nada, no... nadie, no... ninguno*). Asking and answering questions across different tenses to prepare for speaking assessments.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	**Topic Focus:** School Life, People at School, & Town Descriptions. **Core Knowledge:** Talking about relationships between students and teachers, expressing opinions about school staff, and describing school trips. Moving into describing towns and cities, and discussing how a local area has changed over time. **Grammar:** Using double negatives ("negative sandwiches" like *no... nada, no... nadie, no... ninguno).* Formulating adjectives and adverbs correctly. Using the perfect tense to talk about past events and combining the present and imperfect tenses to make past-and-present comparisons.	**Topic Focus:** Ideal Towns, Global Volunteering, & Work Preferences. **Core Knowledge:** Explaining features of an ideal town and describing community volunteering projects. Discussing different types of employment, employment features, and future job choices. **Grammar:** Using the conditional tense to describe hypothetical situations (e.g., *sería, cambiaría).* Using *se puede* and *se debería* to express what can and should be done. Combining three tenses fluidly (past, present, and future) within extended descriptions.	**Topic Focus:** International Sporting Events & Global Festivals. **Core Knowledge:** Discussing international sporting events, the Olympic Games, and musical festivals. Expressing the positive and negative aspects of large-scale international gatherings. **Grammar:** Formation and application of the pluperfect tense (e.g., *había hecho).* Using the passive voice and utilizing *ir* + *a* + infinitive alongside other future-pointing expressions.	**Topic Focus:** Environmental Problems, Social Campaigns, & Technology Usage. **Core Knowledge:** Describing local and global environmental issues and talking about campaigns to protect the planet. Discussing everyday technology habits, life online, and evaluating the pros and cons of using digital devices for studying. **Grammar:** Using the present subjunctive in high-frequency impersonal phrases (e.g., es importante que...). Using modal verbs (deber, querer, poder) across past and future timelines.	**Topic Focus:** Independent Speaking Preparation & Core Revision. **Core Knowledge:** Developing conversational fluency and spontaneous speaking skills. Reviewing all major thematic vocabulary from Key Stage 4 to prepare for final interactive language applications. **Grammar:** Consolidating multi-tense accuracy (switching between past, present, and future timelines). Mastering conversational question structures, role-play dialogues, and structured photo descriptions.	**Topic Focus:** Course review and transition studies. **Core Knowledge:** Final synthesis of Key Stage 4 target language thematic contexts. Developing independent language study habits to support the transition to post-16 language learning. **Grammar:** Consolidation of all major grammar systems built across Key Stage 3 and Key Stage 4, focusing on structure, justification, and linguistic variety.

Key Stage 5

Exam Board: Edexcel

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	**Tema 1: La evolución de la sociedad española** • Los cambios en la estructura familiar • El mundo laboral • El impacto turístico en España **Tema 2: La cultura en el mundo de habla española** • La música • Los medios de comunicación • El papel de las costumbres y las tradiciones **Film: Volver** (Pedro Almodóvar)	**Tema 1: La evolución de la sociedad española** • Los cambios en la estructura familiar • El mundo laboral • El impacto turístico en España **Tema 2: La cultura en el mundo de habla española** • La música • Los medios de comunicación • El papel de las costumbres y las tradiciones **Film: Volver** (Pedro Almodóvar)	**Tema 1: La evolución de la sociedad española** • Los cambios en la estructura familiar • El mundo laboral • El impacto turístico en España **Tema 2: La cultura en el mundo de habla española** • La música • Los medios de comunicación • El papel de las costumbres y las tradiciones **Film: Volver** (Pedro Almodóvar)	**Tema 1: La evolución de la sociedad española** • Los cambios en la estructura familiar • El mundo laboral • El impacto turístico en España **Tema 2: La cultura en el mundo de habla española** • La música • Los medios de comunicación • El papel de las costumbres y las tradiciones **Film: Volver** (Pedro Almodóvar)	**Tema 1: La evolución de la sociedad española** • Los cambios en la estructura familiar • El mundo laboral • El impacto turístico en España **Tema 2: La cultura en el mundo de habla española** • La música • Los medios de comunicación • El papel de las costumbres y las tradiciones **Film: Volver** (Pedro Almodóvar)	**Tema 1: La evolución de la sociedad española** • Los cambios en la estructura familiar • El mundo laboral • El impacto turístico en España **Tema 2: La cultura en el mundo de habla española** • La música • Los medios de comunicación • El papel de las costumbres y las tradiciones **Film: Volver** (Pedro Almodóvar)
Year 13	**Tema 3: La inmigración y la sociedad multicultural española** • El impacto positivo de la inmigración en la sociedad española • Los desafíos de la inmigración y de la integración en España • La reacción pública y social a la inmigración **Tema 4: La dictadura franquista y la transición a la democracia** • La Guerra Civil y el ascenso de Franco • La dictadura franquista • El paso de la dictadura a la democracia **Novel: Como agua para chocolate** (Laura Esquivel)	**Tema 3: La inmigración y la sociedad multicultural española** • El impacto positivo de la inmigración en la sociedad española • Los desafíos de la inmigración y de la integración en España • La reacción pública y social a la inmigración **Tema 4: La dictadura franquista y la transición a la democracia** • La Guerra Civil y el ascenso de Franco • La dictadura franquista • El paso de la dictadura a la democracia **Novel: Como agua para chocolate** (Laura Esquivel)	**Tema 3: La inmigración y la sociedad multicultural española** • El impacto positivo de la inmigración en la sociedad española • Los desafíos de la inmigración y de la integración en España • La reacción pública y social a la inmigración **Tema 4: La dictadura franquista y la transición a la democracia** • La Guerra Civil y el ascenso de Franco • La dictadura franquista • El paso de la dictadura a la democracia **Novel: Como agua para chocolate** (Laura Esquivel)	**Tema 3: La inmigración y la sociedad multicultural española** • El impacto positivo de la inmigración en la sociedad española • Los desafíos de la inmigración y de la integración en España • La reacción pública y social a la inmigración **Tema 4: La dictadura franquista y la transición a la democracia** • La Guerra Civil y el ascenso de Franco • La dictadura franquista • El paso de la dictadura a la democracia **Novel: Como agua para chocolate** (Laura Esquivel)	**Tema 3: La inmigración y la sociedad multicultural española** • El impacto positivo de la inmigración en la sociedad española • Los desafíos de la inmigración y de la integración en España • La reacción pública y social a la inmigración **Tema 4: La dictadura franquista y la transición a la democracia** • La Guerra Civil y el ascenso de Franco • La dictadura franquista • El paso de la dictadura a la democracia **Novel: Como agua para chocolate** (Laura Esquivel)	**Tema 3: La inmigración y la sociedad multicultural española** • El impacto positivo de la inmigración en la sociedad española • Los desafíos de la inmigración y de la integración en España • La reacción pública y social a la inmigración **Tema 4: La dictadura franquista y la transición a la democracia** • La Guerra Civil y el ascenso de Franco • La dictadura franquista • El paso de la dictadura a la democracia **Novel: Como agua para chocolate** (Laura Esquivel)