Year 7 Spanish Curriculum Map – 2026-27

		Topic 1 – Identity and Relationships		Topic 2 – Free time / School		Topic 3 – Where people live	
		Content	Grammar and Phonics	Content	Grammar and Phonics	Content	Grammar
7	Unit description	**Introductory language** Classroom instructions Alphabet Days of the week Ways to learn vocabulary to support memory and recall. Numbers, month, birthday and age Greetings and simple introductions **Introducing yourself** Character and physical descriptions. Describing hair and eyes. Countries and nationalities Introducing Family members Describing family members Pets and colours **>Something more?** Reflecting on personal experiences, and experiences of the Hispanic world. Inspiring awe through differences in way of life. Encouraging creative expression.	**Grammar** Word order Definite articles Verb endings Adjectival agreement (m/f) tener and ser Indefinite articles Adjectival agreement (s/pl) 3rd person present verb endings **Phonics** Vowel sounds Silent H	**Free time** Weather and seasons Sports and opinions Free time activities Say what you do during different weather **School** School subjects and opinions Telling the time Describing your timetable Talking about teachers What there is in your school What do you do at breaktime **>Something more?** Reflecting on personal experiences, and experiences of the Hispanic world. Inspiring awe through differences in way of life. Immerse students in learning through real life scenarios and evoke wonder. Encouraging creative expression.	**Grammar** Hace + weather Opinions and justifications Present tense – jugar/hacer Present tense regular verbs Definite articles Question words Cuando / si Comparatives Negatives Adverbs of frequency Numbers revision Adjectival agreement Intensifiers Hay Modal verbs – (poder) **Phonics** Ll Ce/ci Ge/gi Cu J Co qu	**My town** Describe the location of your town Places in town Activities in town Giving directions Saying what you are going to do at the weekend. Cultural topic – Mi vida en La Habana **My house** Types of house and saying where you live Rooms in the house Bedroom and furniture Opinion of your house Cultural topic – houses in Spain and Spanish speaking countries. **>Something more?** Reflecting on personal experiences, and experiences of the Hispanic world. Inspiring awe through differences in way of life. Immerse students in learning through real life scenarios and evoke wonder. Encouraging creative expression.	**Grammar** Cardinal points Adjectival agreements Hay Se puede Imperative Using está Near future tense Indefinite articles Prepositions **Phonics** v/b H Ce/ci Z Que Ñ J
	Assessment	**Listening, Reading and Translation assessment** **Written homework -** Students create a poster of themselves including all necessary details that they have learned so far **Role play task** to give basic details and practise conversation **Vocabulary task** Vocabulary testing on Languagenut/linguascope		**Listening, Reading and Translation assessment** **Written Assessment** school **Written homework-** Students create a Spanish version of their own timetable and have to annotate to give opinions of their subjects. 40 word written task to talk about free time. **Vocabulary task** Vocabulary testing on Languagenut/linguascope		**Listening, Reading and Translation assessment** **Written task** teachers could ask students to draw and annotate a picture of their house or a map of their town. **Role play task** at the tourist office **Vocabulary task** Students to use Languagenut weekly to revise vocabulary for this unit.	

Modern Foreign Languages Faculty

Curriculum – Key Stage 3

All resources are on TEAMS

Vocabulary matches with new AQA scheme of learning for the new GCSE/KS3

Workbooks can be used for extension

Each lesson should start with a retrieval task as suited to the teaching group. Retrieval should be closed book.

Yellow highlighted content indicates content to be revisited at KS4

Highlighted grammar to be revisited as labelled:

Verbs and tenses

Nouns and articles

Adjectives and agreement

High level structures

Opinions and reasons

Reference NC -

Understand and respond to spoken and written language from a variety of authentic sources: songs on Youtube, listening activities made by native speakers in school, timetables from Spanish schools, maps of Spanish cities.

Speak with increasing confidence, fluency and spontaneity: all students encouraged to use TL classroom phrases, speaking tasks based on style of GCSE assessment, increased emphasis on peer speaking activities.

Write at varying length, for different purposes, using a variety of grammatical structures: students begin to conjugate verbs in the present tense, express opinions and build vocabulary in lessons and independently. Students can use basic opinion phrases and begin to justify their opinions. Students can begin to use a variety of verbs in the 3rd person to talk about their wider life.

Discover and develop and appreciation of a range of writing in the language studied: students will look at letters, blogs, songs and poems on each term's topic. Towards the end of TERM 2 students can look at an authentic text (children's story).

Year 9 Spanish Curriculum Map – 2025-26

		Term 1 – Work and future plans		Term 2 – Healthy Living		Term 3 – Environment and Culture	
		Content	Grammar and Phonics	Content	Grammar and Phonics	Content	Grammar
9	Unit description	<u>Work and future plans</u> Identify a variety of jobs. Identify places of work. Describe advantages and disadvantages of jobs. Describe characteristics that make people suitable for certain jobs. Describe what you have to do at work. Describe what you did yesterday at work and describe a typical day. Say what jobs you would like to do. Culutral topic – a trabajar Jobs you can do with languages. Revision, assessment, consolidation and feedback. Christmas – cultural topic	<u>Grammar</u> Revision of article Asking questions Soy+characteristics Using varied adjectives Adjectival agreement Tener que Preterite tense Recap conditional tense and immediate future tense Using two or three tenses together. Using varied structures <u>Phonics</u>	<u>Food and drink</u> Revision of food and drink Talk about an active lifestyle What you will do in the future to be healthy. Describing your daily routine Cultural topic – design a menu/murder mystery <u>Healthy lifestyle</u> Body parts Illnesses At the doctors/chemists Revision/assessment/feedback.	<u>Grammar</u> Revising nouns Use exclamatory expressions Stem changing verbs Vous Reflexive verbs Revision of gender and plural nouns me duele Imperative Asking for soutions <u>Phonics</u>	<u>Environment</u> Identifying environmental problems. What I do to protect the environment. What can the government do to help the environment. Solutions for the future. Talking about fundraising <u>Revision and EOY Exams Feedback</u> <u>Social issues</u> Talking about world issues – children's rights, fair trade, charity work Cultural topic – film study. Voces Inocentes	<u>Grammar</u> Word order Revising present tense Para + inf Modal verbs (3rd person) Future tense Use of poder Giving opinions <u>Phonics</u>
	Assessment	<u>Listening, Reading and Translation assessment</u> <u>Written homework –</u> Description of ideal job/place of work <u>Photocard task</u> world of work <u>Vocabulary task</u> Vocabulary testing on quizlet/Languagenut/linguascope		<u>Listening, Reading and Translation assessment</u> <u>Written Assessment</u> food/shopping/health <u>Written homework-</u> creating a menu <u>Roleplay task</u> – in a restaurant <u>Vocabulary task</u> Vocabulary testing on quizlet/Languagenut/linguascope		<u>End of Year Exams to include speaking assessment (Photo and General Conversation)</u> <u>Written homework-</u> investigation into Spanish sporting events/sportspeople. <u>Vocabulary task</u> Vocabulary testing on quizlet/Languagenut/linguascope	

Students will also have weekly vocab learning.

All resources are on TEAMS

Vocabulary matches with new AQA scheme of learning for the new GCSE/KS3

Workbooks can be used for extension

<u>Yellow highlighted content indicates content to be revisited at KS4</u>

Modern Foreign Languages Faculty

Curriculum – Key Stage 3

Highlighted grammar to be revisited as labelled:

Verbs and tenses

Nouns and articles

Adjectives and agreement

High level structures

Opinions and reasons

Each lesson should start with a retrieval task as suited to the teaching group. Retrieval should be closed book.

Reference NC -

Understand and respond to spoken and written language from a variety of authentic sources: songs on Youtube, listening activities made by native speakers in school, timetables from Spanish schools, maps of Spanish cities.

Speak with increasing confidence, fluency and spontaneity: all students encouraged to use TL classroom phrases, speaking tasks based on style of GCSE assessment, increased emphasis on peer speaking activities.

Write at varying length, for different purposes, using a variety of grammatical structures: students begin to conjugate verbs in the present tense, express opinions and build vocabulary in lessons and independently. Students can use basic opinion phrases and begin to justify their opinions. Students can begin to use a variety of verbs in the 3rd person to talk about their wider life.

Discover and develop and appreciation of a range of writing in the language studied: students will look at letters, blogs, songs and poems on each term's topic. Towards the end of TERM 2 students can look at an authentic text (children's story).

>Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

How does our curriculum do >Something More?

KS3 MFL:

- Reflect on personal experiences and foster a sense of belonging and interconnectedness with others, the world and the universe. Inspire awe through differences in ways of life
  - ✓ **Introducing students to real life scenarios and comparing life in the UK and other countries across a variety of topics such as school, family units, food and drink and festivals. Encouraging students to reflect and compare experiences of different ways of life from how people greet each other, to different relationships and jobs.**

- Using hands-on activities, field trips and authentic materials to immerse students in learning and evoke wonder.
  - ✓ **Y9 trip to France or Spain – students have the opportunity to experience first hand the culture of the language of study, eat authentic food, visit important historical sites and take part in local festivities and activities. Students are also exposed to a variety of film, literature and music to help broaden their horizons, find new interests and foster a sense of interconnectedness with the country of study.**

- Encourage creative expression:
  - ✓ **Students are encouraged to use their creative abilities to design, for example, their own family tree, restaurant menus, Christmas cards, school or uniform designs.**