

Christ the King Catholic High School: MFL – Curriculum Overview 2026 - 2027



KEY STAGE 2

The Modern Foreign Languages national curriculum stipulates that students in Key Stage 2 should demonstrate the ability to understand and respond to spoken and written language from a variety of authentic sources, speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

TERM 1

TERM 2

TERM 3

YEAR 7

Unit 1: All about me
Key Themes: Alphabet and key sounds. Giving personal information about myself and others (name and age). Spelling unfamiliar names using the Spanish alphabet. Answering and asking questions.
End of unit: Phonics, transcribe and say short sentences, possessive article, key irregular verbs, reflexive pronouns, questions. Reading & listening, multiple choice questions.

Unit 2: At school
Key Themes: Describing school subjects likes and dislikes. Responding to questions with yes/no answers and extending sentences to justify your answer.
End of unit: Phonics, transcribe and say single words following SSC patterns, cognate awareness. Definite article, gender of nouns.

Unit 3: Clothing
Key Themes: Talking about clothing including uniform. Describing what I wear and whether I like or dislike it.
End of unit: Phonics, adjectival agreements, present tense, indefinite articles.

Unit 4: My family & me
Key Themes: Pets, colours and names. Describing what people have (physical and character descriptions). Answering and asking questions and revisiting 'tienes'. Words
End of unit: Expanding language. Word order, adjectival position, adjectival agreements, regular and irregular verbs in the present tense.

Unit 5: In my free time
Key Themes: Discussing what people like and dislike doing and why. Describing when people like doing things. Answering and asking questions.
End of unit: word order, adjectival position, adjectival agreements, impersonal verbs and pronouns. Infinitive verbs. Positive and negative statements listening and reading with distractors (opinion words/negatives).

Unit 6: In my free time, near future
Key Themes: Using the near future tense to compare things people do and describing when people do things. Answering and asking questions using the question words.
End of unit: All learning to date throughout the year.

YEAR 8

Unit 1: My house
Key Themes: Description of a place, location of objects, talking about the good and bad things. Talking about what people do. Asking & answering questions using the question words
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge and synonyms. Grammar understanding & application, prepositions. Ser vs estar, adjectival agreements, word order for possession. Infinitives and formation of adverbs. Speaking & Listening skills.

Unit 2: Where I live
 Describing where someone lives. Giving locations and justified opinions.
 Asking & answering questions using the question words ¿Dónde? and ¿Qué?

Unit 3: What's in my town
Key Themes: Describing what is in someone's town. Giving locations and justified opinions.
 Asking & answering questions using the question words ¿Dónde? and ¿Qué?
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge and synonyms/antonyms. Grammar & application of present tense 'ir' verbs. Using impersonal verbs. Adjectival agreement and position. Reading & writing skills.

Unit 4: Music
Key Themes: Using present tense verbs to describe our opinions on different types of Spanish music. Discussing adjectival agreement.
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge. Giving opinions and justifying them using a range of language. Adjectival agreement. Using plurals.

Unit 5: TV & Film
Key Themes: Using present tense verbs. Looking at Spanish TV and films and giving our opinions. Discussing adjectival agreement. Introduce comparatives más que and menos que. Asking and answering questions using 'cuál' and 'qué'.

End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge. Giving opinions and justifying them using a range of language. Adjectival agreement. Using plurals.

Unit 6: Holidays & weather
Key Themes: Saying where you go on holiday and what you do there. Describing the weather. Describing what your plans are for the near future.
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge and synonyms/antonyms. Grammar & application of present tense and near future tense.

YEAR 9

Unit 1: Jobs
Key Themes: Discussing what jobs you would like to do in the future. Expressing and justifying opinions. Asking and answering questions using the question word ¿qué?
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge & synonyms. Grammar understanding & application using impersonal verbs. The immediate future vs present tense. Using the conditional tense. Receptive skills such as listening including key distractors. Writing skills.

Unit 2: My future
 Talking about future plans and aspirations, family plans, where to live, what to study, asking and answering questions spontaneously.
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge & inference. Grammar understanding & application reflexive pronouns. The future vs the immediate future. Future infinitive constructions and the future tense. Receptive practice such as reading including key distractors. Receptive reading and speaking skills.

Unit 3: School
Key Themes: Description of school, including facilities. School rules, including uniform and school routines. Asking and answering questions spontaneously.
End of unit: All learning to date.

Unit 4: A day in the past
Key Themes: Narrating an event in the past: A day out, a day at school, a school trip. Asking and answering questions spontaneously.
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge & inference. Grammar understanding & application preterite tense of irregular and regular verbs. Ordinal numbers, personal a. Reading skills. Describing a photo.

Unit 5: Food & drink
Key Themes: Items of food and drink. Meals and mealtimes. Food preferences and opinions. Shopping for food and drink. Amounts, weights and prices. Eating habits in the past. Asking and answering questions spontaneously.
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge & inference. The imperfect tense and the imperfect vs preterite tense. Sociolinguistic tu vs usted. Making sentences negative.

Unit 6: Festivals
Key Themes: Learning about different festivals in Spain and beyond.
End of unit: All learning to date.

YEAR 10

Unit 1: Personality & relationships
Key Themes: Giving personal information about myself and others. Describing mine and others' personality. Talking about what someone used to be like. Describing relationships.
End of unit: Photo card assessment with conversation questions. Formative reading and listening assessment. Mini knowledge check.

Unit 2: Social media & Technology
Key Themes: Talking about what types of technology you use. Talking about the reasons for which you use technology. Problems with technology and social media. Talking about what you have used technology for.
End of unit: 90-word writing assessment (GCSE style with 4 bullet points). Formative reading and listening assessment. T/F/NM style.

Unit 3: My free time
Key Themes: Describing what you do during your free time in 3 different time frames. Giving justified opinions about free time using 3 different time frames. Using weather phrases. Referring to different tenses and avoiding distractors in reading & listening.
End of unit: 90 word writing assessment (GCSE style with 4 bullet points). End of unit mini knowledge check. Reading and listening past exam questions.

Unit 4: Holidays and past tense
Key Themes: Describing and justifying holiday preferences in the present tense and past tense. Talking about a past holiday. Giving opinions using the preterite tense. Describing the weather using the imperfect tense. How to tackle 150-word essay.
End of unit: Reading and Listening Past Exam Questions. Mini knowledge check.

Unit 5: My town – past and present
Key Themes: Describing what is in someone's town now and before. Giving locations and justified opinions. Asking & answering questions using the question words ¿Dónde? and ¿Qué?
End of unit: Phonics, transcribe and say sentences. Vocabulary knowledge and synonyms/antonyms. Mini knowledge check.

Unit 6: Environment
Key Themes: Describing the environment and how we can help to protect it.
End of unit: Mock exams.

YEAR 11

Unit 1: Food & drink
Key Themes: Describing what you like to eat and drink in the present tense and near future tense. Advising what we can do to be healthy.
End of unit: Weekly past paper exam questions – reading and listening. Mini knowledge check. Describing a Photo Card.

Unit 2: Music, TV and film
Key Themes: Using present tense verbs to describe our opinions on different types of Spanish music, TV and films. Refreshing over adjectival agreement and plurals.
End of unit: Mock exams and revision.

Unit 3: Healthy lifestyle & volunteer work
Key Themes: Giving opinions and information on social issues including health and poverty. Giving advice on what can be done to help people.
End of unit: Weekly past paper exam questions – reading and listening. 90/150-word essay.

Unit 4: School
Key Themes: Describing school, the school day and teachers. Giving opinions on school subjects, homework and facilities. Comparing secondary and primary schools. Describing what you have done recently.
End of unit: Mock exams and revision.

Unit 5: Work & ambitions
Key Focus: Discussing future career ambitions. Discussing the pros and cons of different jobs. Discussing going to university vs getting a job.
End of unit: All learning to date throughout year.

Unit 6 – Revision & GCSE exam preparation

Cultural capital: The Spanish curriculum at Christ the King Catholic High School significantly boosts students' cultural capital. By exploring diverse topics students deepen their understanding of Spain and Spanish speaking countries which broaden their cultural perspectives. The method used to teach Spanish has been researched and evidenced, with findings from cognitive science. This ensures exposure to relevant material and language, empowering them with cultural and linguistic competence for academic success. This curriculum equips students with a well-rounded linguistic and cultural understanding, preparing them for meaningful engagement in a global society.

Extra-curricular: The Spanish Department offers a wide array of enriching extra-curricular opportunities, including a lunch time club, pen pals with Spanish students in Spain, trips to Spain to visit their pen pals, European Day of Languages, and culture and language initiatives.



Christ the King Catholic High School: MFL Curriculum Overview 2026 - 2027

ENRICHMENT & PERSONAL DEVELOPMENT

CAREERS EDUCATION

YEAR 7	From Year 7, we ignite the love for languages with our method of teaching, Spanish trips and pen pals. ● European Day of Languages: Year 7 students participate in a languages workshop where they are given a taste of what it is like to learn other languages other than Spanish. There are also quizzes to complete throughout the day. ● Café del Mar club: Students have the opportunity to attend a lunchtime club where they practice and hone in on their Spanish speaking skills and play games. ● Pen pals: Year 7 students are matched with a Spanish student at a school in Valencia where they will exchange letters throughout the year and may even meet their pen pal on the Spanish trip. ● Spanish trips: Students are able to take part in the Spanish trips to different places in Spain where they can broaden their cultural capital and practice their Spanish with their pen pals. ● Spanish food tasting: To build on students' cultural exposure, they will be able to taste some Spanish food in Year 9 in class time and talk about whether they like or dislike the food with their classmates. Overall, these activities are designed to enrich the students' educational experience and support their development as confident, curious and fluent linguists.	
YEAR 8		
YEAR 9		
YEAR 10		
YEAR 11		
LITERACY & NUMERACY	At Christ the King Catholic High School, our Spanish curriculum nurtures essential literacy skills - reading, writing and oracy starting in Key Stage 3. We immerse students in linguistic texts to foster reading and discussions, explicitly teaching reading skills and vocabulary with a focus on skimming and scanning. We focus on numeracy in the games we play in class.	In KS3 and KS4 students participate in European Day of Languages. This exposes students to a multitude of other languages that are spoken in the world. This involves students teaching and other students taking part in a workshop. Throughout our curriculum we look at jobs, jobs we might like to do and our future goals and aspirations. We also look at hobbies, free time and what we are passionate about doing in our spare time. We look at technology and how technology is changing the world we live in, and the impact technology is having on the jobs we do now that may not exist in future. Students are also able to take part in the Spanish trip, this fosters a love of the subject, but also translation and interpretation skills. At Christ the King, our Spanish curriculum is thoughtfully designed to cater to the diverse needs of our students, embracing the Catholic ethos. Through the study of Spanish, we aim to foster cultural awareness, confidence through practice and routinisation of the language, effective communicators, resilience and patience, aligning with our commitment to a well-rounded education. Our inclusive approach ensures flexibility and high expectations for all, recognising the unique value of English education in exploring diverse perspectives while staying true to our Catholic identity.