



# Spanish Curriculum Journey

**Key Concepts**



Vocabulary  
Grammar  
Phonics

**Y8 Key Knowledge Transfer**  
Pupils are able to understand (reading and listening) and communicate (speaking and writing) personal and factual information that goes beyond their immediate needs and interests. This includes comparisons with other cultures. Pupils can develop and justify points of view in speech and writing, with increased spontaneity, independence and accuracy. Pupils communicate with an increasingly wide range of grammar and vocabulary which covers the past, present and future.

**Y10 Key Knowledge Transfer**  
Pupils deepen their knowledge about how the language works. Pupils are able to communicate confidently and coherently with native speakers in speech and writing with increasing accuracy. Pupils initiate and develop conversations, cope with unfamiliar language (reading) and unexpected responses (listening).

**Key Concepts**



Vocabulary  
Grammar  
Phonics

**KS1 + KS2 Knowledge**  
We take account of the language learning of our students at KS2. We conduct an annual survey to find out what experience they have had of the KS2 Programme of Study which allows us to decide on the best possible starting point for the cohort.

**KS3 Year 7: Autumn Term** Geog, RS, Maths, Eng  
**V** – classroom objects, greetings, personality traits numbers, dates, months, birthdays, pets, colours, family members, free time activities.  
**G** – Metalanguage (regular recall and testing), modal verbs (puedo, quiero, necesito), grammatical gender, adjectival agreement and positioning, regular –AR verbs in present tense (llamar), irregular verbs (ser & tener), possessives (my/your/his/her).  
**P** – all key Spanish phonics sounds frontloaded and drilled intensively.  
 Spanish speaking countries, Black History Month (Celia Cruz), Día de Muertos in México, Halloween, Christmas.

**KS3 Year 7: Spring Term** RS, PE, Geog  
**V** – classroom objects (recap), free time activities, sports, weather, seasons, opinions, adjectives to describe activities, days of the week, negative phrases (nunca, nada)  
**G** – Metalanguage, opinion verbs + infinitive, present tense –AR and –ER verbs (parts 1,3,4,6), 1,2,3,6 verb (Jugar), irregular verb (Hacer), me gusta(n), adjectival agreement and positioning, using ‘hacer’ for weather  
**P** – ca, que, qui, co, cu, ja, ge, gi, jo, ju, za, ce, ci, zo, zu, lla, lle, lli, llo, llu, ha, he, hi, ho, hu.  
 World Book Day, Carnaval, Easter\* traditions in Spain.

**KS3 Year 7: Summer Term** PSHE  
**V** – classroom objects (recap), school subjects, days of the week, parts of the day (in the morning etc), opinion verbs and giving reasons (porque es + adjective), describing school and facilities using ‘hay’, sequencers, saying what you do at break time  
**G** – Metalanguage, present tense of regular –AR, –ER and –IR verbs (parts 1,3,4,6), adjectival agreement and positioning  
**P** – ja, ge, gi, jo, ju, gua, guo, cha, che, chi, cho, chu.  
 Nicolás Has 2 Dads (reading), Carnaval en Cádiz

**Y7 Key Knowledge Transfer**  
Pupils build on the foundations of language learning laid at KS2 through the implementation of core grammar and vocabulary. Pupils are able to understand (reading and listening) and communicate (speaking and writing) personal and factual information and express their opinions and ideas with increasing confidence. Pupils deepen their understanding of Hispanic culture and learn about where Spanish is spoken.

**KS3 Year 8: Summer Term** F+N  
**V** – classroom objects (recap), food items, mealtimes, frequency phrases.  
**G** – Metalanguage, recall of present tense regular verbs and 1,2,3,6 verbs (querer), near future tense (present tense of IR, reflexive verbs, adjectival agreement, using three tenses together (part 1 only).  
**P** – za, ce, ci, zo, zu, lla, lle, lli, llo, llu  
 Spanish city study, Tapas culture

**KS3 Year 8: Spring Term** Geog, RS  
**V** – classroom objects, countries, modes of transport, holiday activities.  
**G** – Metalanguage, preterite tense of regular verbs and irregular verb SER and IR (parts 1,3,4,6), prepositions a, en, con, opinion verbs in preterite tense, adjectives,,  
**P** – ca, que, qui, co, cu, í, é, ó, ui, ue, rra, rre, rri, rro, rru.  
 San Valentin, World Book Day,, Semana Santa

**KS3 Year 8: Autumn Term** Geog, Maths  
**V** – classroom objects (recap), family members, physical descriptions (hair and eyes), colours, describing your house, saying where you live, describing your town, opinion verbs and adjectives, numbers, telling the time,  
**G** – Metalanguage, possessive adjectives, reflexive verb (llamarse), ser and tener (full paradigms), vivir (full paradigm), using verb estar for location, adjectival agreement and positioning present tense of regular –AR and –ER verbs (full paradigm), making verbs negative, es/son, a la/a las, hay  
**P** – all key Spanish phonics sounds frontloaded and drilled intensively.  
 Black History Month, Dia de los Muertos, Halloween, Christmas

**Y9 Key Knowledge Transfer**  
Pupils develop a greater awareness and understanding of the culture and identity of Hispanic countries and communities. Pupils communicate and interact effectively in speech and writing for a variety of purposes. Pupils can initiate and develop conversations (speaking), cope with unfamiliar language (reading/listening) and unexpected responses and express ideas clearly with increasing accuracy. Pupils can translate short written text and write independently and accurately in the target language.

**KS3 Year 9: Autumn Term** PSHE, CEIAG  
**V** – classroom objects (recap), likes and dislikes, social issues, free time, birthdays, frequency phrases, jobs, opinions on jobs, job responsibilities, future plans  
**G** – Metalanguage, modal verbs, opinion verb + infinitive, recall of present tense of AR, ER and IR verbs (full paradigms) and irregular verb SER, verb IR in present tense (full paradigm) and near future tense, TENER (QUE), preterite tense of AR, ER and IR verbs.  
**P** – all key Spanish phonics sounds frontloaded and drilled intensively.  
 Spanish-speaking celebrities, Día de los Muertos

**KS3 Year 9: Spring Term** PSHE, Science, PE, F+N  
**V** – classroom objects (recap), healthy eating, keeping fit, illnesses, aches and pains, parts of the body  
**G** – Metalanguage, modal verbs, direct object pronouns, multi-verb structures, 1,2,3,6 verbs (jugar/preferir), (no) se debe + infinitive, irregular verb ESTAR in present tense (full paradigm)  
**P** – ll, j/g, z/c, rr, two vowels together (ie, ue)  
 World Book Day, Spanish sports stars, traditional dress.

**KS3 Year 9: Summer Term** Geog  
**V** – classroom objects, making plans to go out, places to go in town, saying where and when to meet, making excuses, daily routine, clothes.  
**G** – Metalanguage, modal verbs (PODER and QUERER), TENER (QUE), reflexive verbs. multi-verb sentences with an infinitive, al and del.  
**P** – h, ja, ge, gi, jo, ju, ei, ll, za, ce, ci, zo, zu.  
 Shopping in Spain, Spanish festival study

**KS4 Year 10: Summer Term** PSHE, Geog  
**V** – school uniform and facilities, subjects, extracurricular activities and opinions, describing ideal school, describing teachers and students, school trip destinations.  
**G** – Metalanguage, relative pronouns, llevar + time frame + gerund, opinion verbs, conditional tense, modal verbs ((no) se debe, se puede), negative structures, adverbs with –mente, preterite and imperfect tenses (recall), superlatives –ísimo, lo que  
**P** – rr/r, ñ, u  
 School in Spain.

**KS4 Year 10: Spring Term** PSHE, Science, F+N  
**V** – family, relationships, physical and personal descriptions, positive role models, social media, social and personal issues, giving advice, food + drink, mealtimes, eating trends, daily routine, healthy living and wellbeing, illness and injuries  
**G** – Metalanguage, possessives, present continuous tense, SER v ESTAR, desde hace, personal ‘a’, preterite tense recall, reflexive verbs, object pronouns, para + infinitive, modal verbs DEBERÍAS/PODRÍAS, time phrases + infinitive, imperfect tense, simple future tense  
**P** – ch, rr, c/z/qu  
 International Family Day, Spanish –speaking role models, gastronomy in Hispanic world.

**KS4 Year 10: Autumn Term** PE, IT, PSHE  
**V** – classroom language, countries and nationalities, decoding a personal profile, Sports, online activities, free time, making plans, describing unfortunate events, holidays, weather, landmarks, food, accommodation,  
**G** – Metalanguage, present tense (regular and irregular verbs), opinion + infinitive, preterite tense verbs regular and irregular (SER/IR/TENER), near future tense, soler + infinitive, lo + adjective, comparatives and superlatives.  
**P** – All key phonics sounds frontloaded and drilled intensively  
 Spanish-speaking sports stars, Spanish festivals (Sanfermines), Día de los Muertos, Andalucía.

**KS4 Year 11: Autumn Term** PSHE, Geog, Science  
**V** – describing your region and city, positive and negative adjectives, types of shops, expressing likes, dislikes and preferences, natural wonders, helping in the community, climate change, activities to help the environment, volunteering, offering solutions.  
**G** – Metalanguage, Demonstratives, Perfect Tense, Estar + prepositions, tan/tanto, Preterite, Imperfect, Conditional and Future tenses (recall), comparatives (más/menos...que), object pronouns, Imperatives, Impersonal verbs (valer), Passive voice, Imperfect cont., Subjunctive.  
**P** – All key phonics sounds frontloaded and drilled intensively  
 Medellín, Colombia.

**KS4 Year 11: Spring Term** PSHE, Maths  
**V** – celebrity professions, future work and study plans, talking about jobs and salaries, importance of learning languages, changes in the world of work .  
**G** – Present tense verbs with future meaning (esperar, querer), possessive pronouns, masculine/feminine job titles, infinitive v gerund, modal verbs, para que + subjunctive.  
**P** – All key phonics sounds frontloaded and drilled intensively  
 Latino trailblazers, Importance of learning languages.

**KS4 Year 11: Summer Term**  
**Exam preparation: all skill areas. GCSE exams begin.**

**Content is taught, revisited & upscaled systematically across the 5 years.**

**Post-16 Pathways**  
 A-Level Spanish (OS/Runshaw/Winstanley)  
 Travel and tourism (WLC)  
 Evening classes (Instituto Cervantes)  
 Taking up a second language  
 University studies  
 Employment  
 Travelling  
 Volunteering /working abroad

