Spanish Continuous Curriculum Plan 2026/27

Yr11 predictions | 7-11 data pull | Yr9 data pull | 7,8,10,11 data pull | 7-10 data pull | Yr10 data pull

Continuous curriculum from Years 7-11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Post-16 Study	Studying Spanish at A level will be encouraged to Higher Tier students of the subject. Spanish A level allows students to develop a far deeper cultural appreciation for the subject due to the study of a set text and film. The course also allows them to research a specific area of hispanic culture as well as allowing them the opportunity to develop understanding of a broad range of topics related to Hispanic life. Some students may wish to study the International Baccaleaurate after their GCSE studies and their GCSE Spanish will give them a firm basis upon which to build if they chose to continue studying Spanish, alternatively it can also act as a helping hand in picking up another language from scratch.																																						
Year 11	**Education & Work (Theme 1)** In this unit students revisit structures seen in year 9 to describe life at their school. Students also learn to discuss the types of jobs they'd like in the future and to use the imperfect to describe their previous work experience. **Grammar: Three key timeframes/tenses, Conditional, Impersonal verbs, Imperfect, Present & Imperfect continuous, si clauses**							**The environment & where people live (Theme 3)** In this unit students discuss environmental issues and how to combat them as well as describing the location that they live in. **Grammar: Three key timeframes/tenses, Imperative, Infinitive constructions**						**Celebrity Culture (Theme 2)** In this unit students describe the celebrities that they know and why they are famous. Students will learn to talk about their achievements as well as giving their opinions on the influence of celebrities on culture. **Grammar: Giving complex opinions, preterit, pluperfect, comparative and superlative structures, modal verbs , present**						Revision of Topics: Consolidation of key vocabulary at Higher and Foundation tier			Preparation for Speaking Assessments: Practising exam technique		GCSE Assessments for Reading, Speaking, Listening and Writng + End of Course.															
Year 10	**Identity and Relationships (Theme 1)** In this unit students revisit key vocabulary and structures from year 9 in order to describe themselves and relationships with others. **Grammar: Revisiting the formation of regular verbs in present, preterit and near future, differences between ser and estar,**								**Free-time activities (Theme 2)** In this unit students recall and retrieve information previously seen in year 7 & 8 to describe their freetime activities. More depth is then gone into to discuss topics such as music festivals and viewing preferences. **Grammar: Three key timeframes/tenses, giving opinions & complex opinions**							**Media & Technology (Theme 3)** In this unit students discuss their use of technology as well as their opinions on social media and the advantages and disadvantages of it. **Grammar: Present continuous, infinitive phrases (para), complex opinions, imperfect, direct object pronouns**						**Customs, festivals & celebrations (Theme 2)** In this unit students build on their knowledge from year 8 to describe festivals in the Hispanic world and to explain what occasions they celebrate at home. **Grammar: Three key timeframes/tenses, avoiding the passive voice, indirect object prounouns**								**Travel & Tourism (Theme 3)** In this unit students build on their prior knowledge from KS3 to describe their holidays in depth using three timeframes. Additonally, students will give opinions on the importance of holiday and make comparisons between different type of holidays. **Grammar: Three key timeframes/tenses, Conditional, imperfect for description, subjunctive**								**Healthy Living & Lifestyle (Theme 1)** In this unit students discuss ways in which they stay healthy including talking about their exercise habits, diets and any potential changes they are going to make to their lifestyle. **Grammar: Three key timeframes/tenses, negatives, modal verbs of obligation**					
Year 9	**Life in Latin America** In this unit students study life and issues in Latin America (poverty vs wealth, fair trade, what can be done to improve things), they will be considering the countries and history of the region as well as their culture such as their celebrations. In this unit they will also study famous Latin Americans. **Grammar: Hay/weather phrases, Imperfect & preterit, high level opinion phrases, imperfect/present, 3rd person verbs, future triggers/tense** Phonic sound: revisit vowels								**Home & Local Area 2** In this unit students describe and express their opinions on Latin American homes as well as describing places in town and activities you can do there. They will also learn about the Medellin using 3 tenses and share their concerns for the environment and say what must be done to protect it. **Grammar: hay/Complex opinions & justifications, present, preterit, near future, conditional, se puede and ser/tener/hay (3rd person)** **Phonic sound - silent h**											**Education, Friendships & Aspirations** In this unit students learn to describe school life for South American students, advantages/disadvantages of school uniform, as well as issues faced at school. They will learn to describe their friends and teachers, as well as recent activities at school and future aspirations**. Grammar: all 3 tenses will appear in this topic, as well as comparatives and superlatives and complex opinions.** **Phonic sound - i, ge, gi as well as ll and l.**																				**Travel & Tourism 2** In this unit students build on prior knowledge and add in information around hotels, making reservations and describing disaster holidays relating to trips to Latin America. **Grammar: Conditional phrases, preterit, usted form, higher numbers** **Phonic sound - qui and que**								**Hispanic celebrities** In this unit students study Hispanic celebrities and why they are famous. Students will learn to talk about their achievements as well as giving their opinions on the influence of Hispanic celebrities on culture. **Grammar: Giving complex opinions & preterit in 3rd person singular and plural** **Phonic sound - revisit vowels**					
Year 8	**Travel & Tourism 1** In this unit students are introduced to talking about holidays in Spain. They will learn to describe their activities and accomodation, they will learn to talk about why they should visit different Spanish destinatios as well as the food they eat. They will learn to talk about holidays using all 3 tenses as well as how to ask for help and directions when on holiday. **Grammar: 3 tenses in particular the preterit AR/ER verbs and asking questions** **Phonic sound -intro to syllables + last syllable stress**								**Spanish Entertainment culture** In this unit students discuss how they use technology and what film/tv shows they watch, have watched and will watch to practise using all 3 tense previously studied. They will also learn about Spanish music as well as the history of bullfighting and why it was popular. Grammar: revisiting and combining 3 tenses, **complex opinions, para construction and me gustaría construction** **Phonic sound - penultimate & antepenultimate syllables**											**Out and About in Spain** In this unit students learn to discuss clothes, Spanish shops and brands and what they sell, how they earn their money, what they spend it on now and in the future. They will learn to say what clothes they wear, what they will buy in future. They will learn how to make invitations and rejections, discuss past trips to a restaurant as well as a recent party they have been to. **Grammar: Further reinforcement of the preterit (different persons) & near future, use of infinitive phrases, se puede construction, tengo que construction, suelo construction, adjectival agreement and demonstrative adjectives** **Phonic sound - b and v + n and ñ**																				**Healthy Life** In this unit students learn to describe what they eat and whether it is healthy and what they must/mustn't do do in order to be healthy. They compare Spanish and British lifestyles, say what they'll do to be healthier in future and learn to describe health issues as well as vocabulary related to a trip to the doctor. **Grammar: reinforcement of near future, complex opinions, comparative, se debe/no se debe, me duele and command language**Phonic sound - ca, co, cu								**Festivals & Customs** In this unit students discuss a variety of Spanish festivals and customs. They will also learn to describe what they usually do on their birthday, last Christmas and a fancy dress party they are going to in future. **Grammar: reinforcement of 3 tenses, complex opinions, reflexive verbs and use of the 'they' form of verbs when describing how people celebrate** **Phonic sound - ce and ci**					
Year 7	**Introducing Me and my family** In this introductory unit students are taught how to give their key information about themselves, including describing their family, their appearance and personality, their pets and what their likes and dislikes are. They will also have an introduction to the hispanic world, Mexican Geography and weather. **Grammar - nouns & gender, quiero..., higher numbers, adjectival agreement** **Phonic sound - strong vowels**																																						
Pre-secondary	Students arrive in Year 7 with a range of prior language-learning experiences from Key Stage 2. The curriculum is designed to build on the National Curriculum requirements of listening, speaking, reading and writing in another language, while consolidating key phonics, vocabulary and grammatical awareness. Early learning both reinforces prior knowledge and ensures that all pupils, regardless of previous experience, develop a secure foundation for further language study at Key Stages 3 and 4.																																						

Free time and food
In this unit students get the chance to discuss and give opinions of the sports and free-time activities they do. They will learn to say what they do in different weather conditions as well as say what others do and also to learn about key aspects of life in Mexico such as its food and drink.
Grammar: opinions with reasons, adjectival agreement of reasons, present tense (all forms), juego vs hago, combining weather with activities (si/cuando...), me gustaría & tendría
Phonic sound - e and i,

My town and my school
In this unit students use the opinion phrases from earlier in year to talk about subjects & opinions and also describe their school. They also learn to describe the places in their town, where people live, compare life in a Mexican city compared to a village and learn to discuss future plans in their region.
Grammar: opinions & justifications, adjectival agreement, using the near future
Phonic sound - u, cu with vowels