

KS3 Curriculum: Spanish

Curriculum Vision

The Year 7 Spanish curriculum aims to ignite a passion for languages while building a solid foundation in the four core language skills: listening, speaking, reading, and writing.

Through the *Viva 1 Segunda Edición* textbook, students in Year 7 are introduced to a wide range of engaging and culturally relevant topics, enabling them to communicate confidently about their world. The curriculum emphasises progressive grammar acquisition, vocabulary development, and regular retrieval practice, ensuring that students are well prepared for further study of Spanish in Year 8 and beyond. We also foster cultural awareness by exploring the diversity of the Spanish-speaking world and encouraging curiosity and empathy.

Students in Year 8 and 9 will study an introductory Spanish course** which has been designed for students who have previously studied another foreign language and are now beginning Spanish. The course is similar to the Year 7 Spanish curriculum and focuses on building a solid foundation in core language skills whilst developing the essential vocabulary and grammar knowledge needed to continue their Spanish studies at Key Stage 4, should they choose to do so. This course also aims to foster cultural curiosity and an appreciation for the Spanish-speaking world.

**** academic year 2025-26**

Year 7 Curriculum overview

Half Term	Module / Title	Key Topics	Grammar Concepts	Skills Focus
Autumn 1	Módulo 1: ¡Mi vida!	Greetings and introductions Age Birthdays Personal descriptions Cultural focus: learning about endangered animals in Spain	Verb ser (1st & 3rd person) Numbers to 31 Nouns & gender Definite/indefinite articles	Basic questions & answers Describing yourself Writing short paragraphs
Autumn 2	Módulo 4: Mi familia y mis amigos	Family members Describing physical appearance and personality Pets Cultural focus: Describing Las Meninas painting (Velázquez) Feliz Navidad! Talking about Christmas in Spain	Verb tener (full conjugation) Possessive adjectives (mi, mis) Adjective agreement	Talking about family and pets Describing people Developing spoken and written fluency

Spring 1	Módulo 2: Mi tiempo libre	Free-time activities Hobbies Weather Frequency expressions Cultural focus: Learning about popular hobbies in the Spanish speaking world	Regular -ar verbs (1st & 3rd person) Time phrases Using cuando + present tense	Talking about hobbies Listening for key information Creating short spoken and written texts
Spring 2	Módulo 3: Mi insti	School subjects Opinions & reasons Describing your school day Cultural focus: reading about the right to education in Guatemala	Opinion phrases with me gusta, odio Verb tener Justifying opinions with porque	Describing timetable Giving opinions Using connectives in writing
Summer 1	Módulo 5: Mi ciudad	Places in town Describing your town What you do in town Future plans	Hay / no hay Ir (to go) + a + place Near future tense (voy a + infinitive) introduction	Talking about places Expressing future intentions Creating dialogues about your area
Summer 2	Módulo 5: Mi ciudad + Revision	Holiday destinations/cities Activities and weather in a Hispanic city Ordering in a café Cultural focus: Learning about Spanish festivals	Near future tense Opinion verbs Adding justifications Consolidation of tenses learned	Reading about Spanish holidays Writing postcard-style texts End-of-year revision tasks

Year 8 and 9
(Introduction to Spanish course)

AUTUMN 1		
Topic	Learning objectives	Skills and grammar coverage
My family, my friends and I	Greetings and Spanish sounds Personal introductions Talking about what type of person you are	Recognising Spanish sounds/ phonics Using verbs soy/ me llamo Conjugation of Verbs “ser” and “llamarse” (full paradigm) Using verb soy to describe your personality Gender/Number agreement in adjectives Introduction of basic quantifiers: muy, bastante, un poco + adjective Using basic connectives: y, pero, también to make longer sentences
	Talking about your age and your birthday	Using tengo ... años Using numbers 1-30 Recognising and using months of the year Writing dates and saying when your birthday is Mi cumpleaños es el ... de...
	Introducing family members	Retrieval practice: Verbs ser and llamarse in the 3 rd form singular/plural and other forms Recognise and use family members using tengo un/una Describing their personality (recall of previous lesson vocabulary) Verb tener (full paradigm) Using comparative phrases: Más... que/ menos... que Retrieval practice: noun- adjective agreements
	Describing your physical appearance	Learn colours and their gender/number agreements Describing your hair and eyes by colour Describing your height/size Reusing previously learnt language (quantifiers and comparatives) and introducing tan... como Introduction to basic negative sentences “ no soy alta ” Using the superlative el/la más... = the most...

AUTUMN 2		
Free time	Saying where you are from and languages you speak	<p>Naming countries and nationalities in Spanish</p> <p>Retrieval practice: gender variations in nationalities</p> <p>Recognising patterns in nationality adjectives</p> <p>Forming the plural form of adjectives (español= españoles)</p> <p>Using verb ser to say where you are from</p> <p>Using hablo or domino to say what languages you speak or are fluent in.</p>
	Saying what you do in your free time	<p>Introduction to present tense -ar regular verbs (retrieval practice or <i>hablar/dominar</i>, full paradigm)</p> <p>(chatear con mis amigos, escuchar música, tocar un instrumento, bailar, cantar, navegar por internet)</p> <p>Using time expressions to add detail Los lunes, todos los días...</p> <p>Days of the week</p> <p>Using frequency expressions (siempre, nunca, a veces, normalmente, a menudo, de vez en cuando)</p>
	Saying what you and other do in your free time	<p>Retrieval practice of -ar verbs</p> <p>Introduction to present tense of -er and -ir verbs (ver la tele, leer libros, escribir cartas, salir con amigos)</p> <p>Forming positive and negative opinions (no)Me gusta + infinitive, Prefiero/ Odio + infinitive</p> <p>Using porque to give reasons</p> <p>Retrieval practice of Time/frequency expressions</p>
	Talking about sports	<p>Saying what sports you do</p> <p>Verb jugar + al / a las+ sport with balls/table games (present tense irregular- all forms)</p> <p>Verb hacer + sport no balls (irregular verbs all forms)</p> <p>Giving opinions about sports (retrieval form previous lesson)</p>

SPRING 1		
Topic	Learning objectives	Skills/ grammar coverage
My town	Talking about the weather	Using weather phrases in the present tense Compass phrases (en el norte/sur/este/oeste) Describing what the weather is going to be like using the near future (va +a+ hacer frío) Future time expressions (mañana, el próximo fin de semana/ la próxima semana, el próximo lunes)
	Talking about your town	Describing your town (inc quantifiers and comparatives) Using verb vivir (all forms) Using verb estar for location in a map: Londres está en el sur de Inglaterra Recognising places in town (masculine and feminine nouns) Using impersonal verb hay to say what there is in town Using se puede + infinitive to say what one can do in your town Retrieval practice: negatives (no) Using adjectives mucho/a(s) and un/a/os/as Using verb ir to say where you go to in town + al/ a la : voy al castillo Retrieval practice: weather phrases Adding detail with if/when clauses: si llueve/ cuando hace calor... Saying where you like going and why: me gusta ir... Adding more complex justifications
	Writing task/ weather forecast presentation/town presentation	Using 2 tenses together
	Cultural topic: Easter in Spain/ Las Fallas (Valencia)	

SPRING 2		
Topic	Learning objectives	Skills/grammar coverage
My school	Talking about the school subjects you study	<p>Using verb estudiar (full paradigm) to say what you study</p> <p>Retrieval practice: talking about what subjects you are going to study next year (near future tense)</p> <p>Giving positive and negative opinions about subjects</p> <p>Distinguishing between me gusta/ me gustan/ me encanta/ me encantan</p> <p>Adding justifications with porque</p> <p>Using key adjectives to describe subjects/teachers paying attention to gender and number agreement</p> <p>Retrieval practice: comparative/superlative structures</p>
	Saying what you do at school	<p>Using a variety of verbs (hablar, comer, hacer, ir) in the present tense</p> <p>Retrieval practice: using verb ir to say what clubs you go to (ir + <i>al/ a la</i>)</p> <p>Using antes de/ después de time expressions</p> <p>Discussing what clubs you like to go to and why</p>
	Learning the time in Spanish and Talking about your timetable	<p>Asking for and giving the time</p> <p>Distinguishing between son las dos/ ... a las dos.</p> <p>(retrieval practice: days of the week)</p> <p>Using verbs <i>empezar</i> and <i>terminar</i> to say what time the school day starts/finishes.</p>
SUMMER 1		
Topic	Learning objectives	Skills and grammar coverage
School activities	Learning about schools in Hispanic countries	<p>Describing the uniform</p> <p>Retrieval practice: colours and agreements</p> <p>Using verb llevar and verb deber + infinitive to say what you wear/ have to wear</p>

		Discussing other school rules using se debe/ no se debe + infinitive
	Describing your school and facilities	Retrieval practice: tener, negatives, tampoco Using modal verb poder to say what students can do in school (full paradigm of stem-changing verb)
	Talking about what you did in school last week	Preterite tense of regular verbs. Using fue to describe how it went.
	Talking about what extracurricular activities you are going to do	Near future tense (retrieval)
SUMMER 2		
Topic	Learning objectives	Skills and grammar coverage
My free time in the past	Talking about what you did last week	Application of familiar vocabulary to a past context: hobbies/ free time activities in the past.
	Discussing where you went in town and how it went	Using irregular verbs ir and ser in the preterite. Using me gustó to talk about something you liked
	Revision lesson	
	Cultural project: A trip to Las Fallas in Valencia	applying learning objectives and cultural understanding