

Year 8 Spanish Dual linguist Curriculum Map – 2025-26

		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
8	Unit description	<p><b>Introductory language</b> 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 Character and physical descriptions. Describing hair and eyes.</p> <p><b>Mi familia</b> Pets and colours Introducing Family members Describing family members</p> <p><b>&gt;Something more?</b> Reflecting on personal experiences, and experiences of the Hispanic world. Inspiring awe through differences in way of life. Encouraging creative expression.</p>	<p><b>Grammar</b> Word order Definite articles Verb endings Adjectival agreement (m/f) tener and ser Indefinite articles Adjectival agreement (s/pl) 3<sup>rd</sup> person present verb endings</p> <p><b>Phonics</b> Vowel sounds Silent H</p>	<p><b>Free time</b> Weather and seasons Sports and opinions Free time activities</p> <p><b>School</b> 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</p> <p><b>&gt;Something more?</b> 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.</p>	<p><b>Grammar</b> Hace + weather Opinions and justifications Present tense – jugar/hacer Present tense regular verbs Definite articles Question words Adjectival agreement Intensifiers Hay Modal verbs – (poder)</p> <p><b>Phonics</b> Ll Ce/ci Ge/gi Cu J Co qu</p>	<p><b>My town</b> Describe the location of your town Places in town Activities in town Cultural topic – Mi vida en La Habana</p> <p><b>Customs and Festivals</b> Geography of Spain/Latin America. Spanish festivals Festivals from the Spanish speaking world Las Fallas, La Tomatina, San Fermines, Día de los Muertos, Quincenera, Carnaval. Customs in Spain and Spanish speaking countries. Film study (Coco)</p> <p><b>&gt;Something more?</b> 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.</p>	<p><b>Grammar</b> Cardinal points Adjectival agreements Hay Se puede Se for avoidance of the passive Soler comparisons</p> <p><b>Phonics</b> v/b H Ce/ci</p>
	Assessment	<p><b>Listening, Reading and Translation assessment</b></p> <p><b>Written homework</b> - Students create a poster of themselves including all necessary details that they have learned so far</p> <p><b>Role play task</b> to give basic details and practise conversation</p> <p><b>Vocabulary task</b> Vocabulary testing on Languagenut/linguascope</p>		<p><b>Writing Assessment</b></p> <p><b>Written Assessment</b> school</p> <p><b>Written homework</b>- 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.</p> <p><b>Vocabulary task</b> Vocabulary testing on Languagenut/linguascope</p>		<p><b>EOY Exam</b></p> <p><b>Written task</b> teachers could ask students to draw and annotate a picture of their house or a map of their town.</p> <p><b>Role play task</b> at the tourist office</p> <p><b>Vocabulary task</b> Students to use Languagenut weekly to revise vocabulary for this unit.</p>	

**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 3<sup>rd</sup> 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 Dual Linguist Curriculum Map – 2025-26

		Term 1 – Holidays		Topic 2 – Media, technology and celebrity culture		Topic 3 – Revision and Exams, Customs and Festivals	
		Content	Grammar and Phonics	Content	Grammar and Phonics	Content	Grammar
9	Unit description	<p><b>Mis vacaciones</b> Introducing countries and nationalities, revise weather. Saying where you prefer to spend your holidays and why. Talking about travel and accommodation. Travel and tourist transactions (train station and restaurant) A past holiday (where, with who, how you travelled). What you did on holiday last year. Opinion of a past holiday. Christmas in Spain.</p>	<p><b>Grammar</b> Adjective agreement for nationalities Hacer + weather Revising present tense Introducing suelo Comparatives Reflexive verbs (quedarse, alojarse) Asking questions Preterite tense (reg and irreg) Preterite of ir and ser</p> <p><b>Phonics</b> Ge/gi – Argentina e/i – ir que – quedarse strong vowels – aeropuerto v – avión j – viajar n/ñ – año gue/gui - jugué</p>	<p><b>Media, technology and celebrity culture</b> TV programmes Films and planning a trip to the cinema Discussing famous Hispanic/latin actors and actors I admire (Project) Reading and discussing famous Spanish writers Music and famous Spanish artists Eurovision – comparing music and celebrities from different countries and expression what other people think.</p>	<p><b>Grammar</b> Opinions Comparatives Near future tense 3rd person singular present tense Superlative Complex opinions Other people’s opinion</p> <p><b>Phonics</b> Antepenultimate syllable stress v/b – ver v/b – voy penultimate syllable stress final syllable stress l/l – libro z – voz ci – canción co/co/cu – cantar, escuchar</p>	<p><b>Revision and EoY Exams</b> Different types of technology and uses. Advantages and disadvantages of technology. Giving opinions on technology and comparing it. Revision of topics from the year. Exams. Feedback and consolidation</p> <p><b>Customs and Festivals</b> Geography of Spain/Latin America. Spanish festivals Festivals from the Spanish speaking world Las Fallas, La Tomatina, San Fermes, Día de los Muertons, Quincenera, Carnaval. Customs in Spain and Spanish speaking countries. Film study (Coco)</p>	<p><b>Grammar</b> Revision of key grammar points from Year 8. Para + infinitive Varied adjectives Negatives Comparatives Se puede</p> <p><b>Phonics</b> Go/ga/gu – jugar, juego A – nada r/rr – caro, correo Strong vowels a/e/o U – mundo Final syllable stress</p>
	Assessment	<p><b>Listening, Reading and Translation assessment</b></p> <p><b>Written homework</b> – account of a past holiday</p> <p><b>Role play task</b> tourist information</p> <p><b>Vocabulary task</b> Vocabulary testing on quizlet/Languagenut/linguscope</p>		<p><b>Speaking/Written Assessment</b> TV, cinema, music</p> <p><b>Written homework-</b> Description of a Spanish celebrity</p> <p><b>Vocabulary task</b> Vocabulary testing on quizlet/Languagenut/linguscope</p>		<p><b>Listening, Reading and Translation assessment</b></p> <p><b>Written task</b> account of a festival. A festival you would like to visit</p> <p><b>Photo card task</b> - festivals</p> <p><b>Vocabulary task</b> Students to use quizlet weekly to revise vocabulary for this unit. Students should print off the vocabulary they have practised and stick it in their books.</p>	

## Modern Foreign Languages Faculty

### Curriculum – Key Stage 3

Students will also have weekly vocab learning.

All resources are on TEAMS

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Opinions and reasons

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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.**