

Herschel Grammar School
Spanish Curriculum Overview 2025/26

Curriculum Intent

At HGS we want all pupils to be able learn to understand and communicate in the target language (TL) so that they will be able to use it effectively in the future. We want our learners to enjoy learning and be able to speak more and more fluently and with more confidence as they progress in their studies. This is because language learning is all about communication and learning a language highlights diversity and offers the opportunity to learn about the culture of the countries where the TL is spoken as well as giving the opportunity to enhance their literacy skills and learn about British values. Our teaching is ambitious so that all learners will be challenged to achieve their full potential. As such, learners will be exposed to authentic experiences and materials via theatre productions, film, conversation with native speakers (MLAs) and possible trips to the TL country. As they progress through the key stages, we will systematically revisit previous content and build on this to allow their individual success. This is characteristic in our subject where grammar is at the core of success.

The MFL faculty is blessed by having a team of highly competent teachers with a wealth of experience. Our faculty has a real team spirit where good practice is shared and discussed on a regular basis. The progress of all our pupils is at the heart of what we do. We seek to stretch the most able but also to support and encourage those for whom language learning is not so easy.

AT HGS we have deliberately decided to focus on all pupils gaining competence in one MFL rather than having a smattering of knowledge in several languages.

Curriculum Impact

Afl is used in all MFL lessons as a matter of course. We are constantly monitoring the progression of our learners through questioning both orally and in writing. We use mini whiteboards to see at a glance what pupils readily recall which allows for early intervention and for us to pick up on any misconceptions and gaps in learning. We have formative and summative assessments throughout the year which we use to monitor pupil progress and offer support as needed. We have a regular agenda item where we discuss pupils whose progress might be a cause for concern. The majority of our pupils enjoy their language learning at KS4 but due to the decreased number of options at KS5 the uptake is disappointing.

Through education, we have the privilege of engaging directly with children and young people who:

- are passionate about the natural world
- want to do their best to protect it
- can influence their wider communities

Throughout this document, whenever the following icon is used , it indicates that the teaching and learning is linked to one or more of the following:

- nature
- the causes and impacts of climate change
- careers in the green economy
- the importance of sustainability

Year group	Year 7	
Rationale for sequencing	We teach them the basic foundations of grammar eg the present tense, syntax and adjectival agreements. This then forms a basis for learning additional tenses, starting with the future, and for further development of the language. We also work on SSCs to prepare for the new spec GCSE which will be examined for the first time in 2026. Therefore, phonics, dictation and pronunciation will be integral in our lessons.	
TERM 1		
HALF TERM 1		HALF TERM 2
To follow Module 1 from <i>Viva 1 segunda edicion</i>. This covers greetings, talking about your personality, family, numbers, talking about age and birthday, pets. It also includes the Soanish alphabet and so gives us our introduction to phonics in Spanish which we build on throughout the course. Grammar: There us a focus on the definite and indefinite article, masculine, feminine and plural nouns, regular verbs in the present tense and also the irregular verbs <i>ser</i> and <i>tener</i>, negating verbs and the agreement and position of adjectives. For culture we focus on Hispanic countries and endangered animals 🌍. In this and all subsequent modules we will create opportunity to practise reading aloud and dictation and to develop listening, speaking, reading and writing skills.		To follow Module 2 from <i>Viva 1 segunda edicion</i>. This covers saying what you like and dislike doing, saying what you do in your spare time and your hobbies, talking about the weather 🌍. There is an emphasis on developing reading and speaking skills. Grammar: There is a focus on infinitives, the present tense of -ar verbs and the stem changing verb <i>jugar</i> as well as the irregular verb <i>hacer</i>. For culture we focus on Christmas in Spain. Film: Les Choristes to focus on cultural awareness

TERM 2	
HALF TERM 1	HALF TERM 2
To follow Module 3 from <i>Viva 1 segunda edicion</i>. This covers school subjects and being able to share your opinion of them, description of schools, what you do at break. There is an emphasis on developing listening and writing skills. Grammar: There is a focus on expressing opinions, using adjectives in all forms, the -ir verbs in the present tense and recapping -ar and -er verbs. For culture we focus on the right to education and creating an action plan for a school in Guatemala.	To complete Module 3 and start Module 4 from <i>Viva 1 segunda edicion</i>. Mod 4 covers family, physical appearance, description of your home. There is an emphasis on reading and speaking skills. Grammar: There is a focus on possessive adjectives and improving use of adjectives and the irregular verbs <i>tener</i> and <i>ser</i>. Introduction to when to use <i>ser</i> and when to use <i>estar</i>, both verbs meaning 'to be'. For culture we learn about <i>carnival</i> and we learn how to give audio and video presentations.
TERM 3	
HALF TERM 1	HALF TERM 2
To complete Module 4 and start Module 5 from <i>Viva 1 segunda edicion</i>. Mod 5 covers description of your region, telling the time, ordering food and drinks and your future plans. There is an emphasis on listening and writing skills. Grammar: There is a focus on the words for 'some' and 'many', the verb <i>ir</i> = 'to go' which leads into learning the near future tense. Culture week: A focus on Cuba to tie in with Module 5. We also look at Spanish and Latin American artists and describe a picture.	To complete Module 5 from <i>Viva 1 segunda edicion</i>. The main focus here will be using all the grammar covered in the book AND using the present and near future tenses together. For culture we focus on Spanish festivals. We will also watch the film <i>Encanto</i> as an introduction to films in the Spanish language.

SPANISH Curriculum Overview 2025/26

Assessment Plans:	
Term 1	Assessment based on Modules 1 and/or 2
Term 2	Assessment based on Modules 3 and/or 4
Term 3	Assessment based on Modules 1- 5

Year group	8
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Rationale for sequencing	We build on the foundations which we keep re-visiting and introduce the past tense and introduce more complex grammar. We also work on SSCs to prepare for the new spec GCSE which will be examined for the first time in 2026. Therefore phonics, dictation and pronunciation will be integral in our lessons.
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TERM 1	
HALF TERM 1	HALF TERM 2
To follow Module 1 From Viva 2 <i>segunda edicion</i> This covers holidays in the past tense, what you did and how it was . Grammar: ar/er/ir verbs in the preterite and using ser and ir in the preterite Using 2 tenses together In this and all subsequent modules we will create opportunity to practise reading aloud and dictation and to develop listening, speaking, reading and writing skills. We start to use the Spanish Extr@ series to support learning.	To follow Module 2 From Viva 2 <i>segunda edicion</i> This covers hobbies and likes and dislikes and what we did in our free time. Grammar: using the past and present together To watch <i>Valentín</i>
TERM 2	
HALF TERM 1	HALF TERM 2
To start Module 3 From Viva 2 <i>segunda edicion</i> This covers food and meals, eating out, talking about what we are going to do. Grammar: using the near future tense and writing in three tense. Using usted and ustedes	To complete Module 3 and start module 4 From Viva 2 <i>segunda edicion</i> Module 4 covers arranging to go out, talking about clothes and sporting events Grammar: using the conditional (me gustaría) Reflexive verbs and using querer and poder with infinitives.

SPANISH Curriculum Overview 2025/26

TERM 3	
HALF TERM 1	HALF TERM 2
To complete Module 4 and start module 5 From Viva 2 <i>segunda edicion</i> Module 5 covers describing a holiday home and holiday activities, asking for directions and describing holiday camps and a world trip. Grammar: using comparatives and superlatives. Using the imperative. Using 3 tenses together. Culture week: A cross curricular activity with Food Tech where pupils plan and cook quesadillas. (timetable dependent)	To complete Module 5 From Viva 2 <i>segunda edicion</i> The main focus here will be using all the grammar covered in the book AND using the present, preterite and near future tenses together. End of year film: <i>Chitty Chitty Bang Bang</i> (in Spanish. NB <i>Coco</i> will not play on the PCs)

Assessment Plans:	
Term 1	Assessment based on Modules 1 and 2
Term 2	Assessment based on Modules 3 and 4
Term 3	Assessment based on Modules 1-5

Year group	9
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Rationale for sequencing	We continue to build on what has already been taught, introduce the imperfect and the conditional tenses and keep revisiting previous learning. We introduce more challenging vocabulary and structures in line with GCSE expectations. We also work on SSCs to prepare for the new spec GCSE which will be examined for the first time in 2026. Therefore, phonics, dictation and pronunciation will be integral in our lessons. Coursebook is Viva Higher for AQA.
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TERM 1	
HALF TERM 1	HALF TERM 2
- To revise/teach the present, preterite, near future and introduce imperfect. - To work on module 1 which covers the topic holidays . - Grammar: Using verbs of opinion, understanding percentages, using Usted, positives and negatives, present, preterite, imperfect. - To complete an assessment based on mod 1. - In this and all subsequent modules we will create opportunity to practise reading aloud and dictation and to develop listening, speaking, reading and writing skills. - We will continue to use the Spanish Extr@ series started in year 8 to support learning.	- To work on module 2 which covers the topic of school - Grammar: Using adjectives and giving opinions, comparatives and superlatives, justifying opinions, phrases followed by infinitives, near future, asking and answering questions, object pronouns - Film: Zipi y Zape (The marble Gang)
TERM 2	
HALF TERM 1	HALF TERM 2
- To work on module 3 which covers the topics of family, friends, relationships, technology and reading. - Grammar: adjectival agreement, para + infinitives, present continuous,	- To feedback on Yr9 exams - To finish module 3

SPANISH Curriculum Overview 2025/26

connectives, ser/estar, relationship verbs	
To complete year 9 exams.	
TERM 3	
HALF TERM 1	HALF TERM 2
- To work on module 4 which deals with hobbies, sports, trends and role models. - Grammar focus: pronouns of nationality, stem changing verbs, soler+infinitive, imperfect, perfect, algunos/ciertos/otros/muchos/demasiados/todos, using a range of past tenses - Culture week: To research an hispanic festival	- To finish module 4 - Film: Zipi y Zape (The Captain's Island)

Assessment Plans:	
Term 1	Assessment based on module 1
Term 2	Year 9 exam based on all four skills
Term 3	Assessment based on work covered throughout the year.

Year group	10 for the NEW GCSE for the Edexcel board.
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Rationale for sequencing	We build on what has been covered in KS3 and enable students to use the language they have covered in a more independent way. We look at exam style questions and pupils learn how to use their prior knowledge to tackle these to the best of their ability. Coursebook will be the NEW Pearson Edexcel GCSE Spanish Higher. When putting together the sequencing for Yr 10, we have taken account what they covered in Yr 9 when using the old Viva Higher for AQA. As Mod 1 (Thematic contexts: My personal world; Media and technology) in the New Textbook (online activities, planning to go out, talking about what you did, talking about a bad day) was largely covered in the old book in Modules 3 and 4, we will omit this module and use it for revision in Yr 11. As Mod 2 (Thematic context: Travel and tourism) in the New Textbook (travel) was the focus of Modules 1, we will also omit this module and re-visit in Yr 11. As Module 3 (Thematic contexts: Media and technology; My personal world) in the New Textbook has a focus on relationships, people and role models which were covered in Modules 3 and 4 in the Old Textbook, we will again omit this and re-visit in Yr 11. As Module 5 (Thematic context: Studying and my future) in the New Textbook has a focus on school which was covered in Modules 2 in the Old Textbook, we will again omit this and re-visit in Yr 11. Our plan is to work on Modules 4, 6 and recap Modules 1-5 in Yr 10. (Thematic contexts: Module 4 = Lifestyle and wellbeing; Module 6 = my neighbourhood;
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TERM 1	
HALF TERM 1	HALF TERM 2
To do a recap of key grammar To start Mod 4 (Thematic context: Lifestyle and wellbeing) which deals with Healthy living – looking at healthy routines and habits, food, and being ill. Grammar focus: Adjectives of nationality, despues/antes de +inf., indefinite articles, imperfect tense (covered in Yr9 but need a recap), Direct object pronouns, impersonal verbs+inf., me duele, simple future, using a range of tenses, Grammar on p92-95 Exercises on p80-91 To work though and practise the Mod 4 conversation questions p228 orally (no need to write at length as for the old spec, just make notes/write brief responses). P96-101 Use these to revise as needed. Vocab is on p102-103. Learn and test throughout the half term.	To finish Module 4. To work though and practise the Mod 4 conversation questions p228 orally (no need to write at length as for the old spec, just make notes/write brief responses). P96-101 Use these to revise as needed. Vocab is on p102-103. Learn and test throughout the half term. To complete a writing question for an assessment linked to Module 4 To watch the film La lengua de las mariposas.
TERM 2	
HALF TERM 1	HALF TERM 2
To recap Modules 1-5 for Y10 exam Pick a selection of tasks from the above in the new text book based on what we have covered from the old text book Grammar recap for Mods 1-5 p128-131	To prepare for the end of year listening, reading and writing exams. Grammar recap for Mods 1-5 p128-131 Pick a selection of the above based on what we have covered To complete the exams.

SPANISH Curriculum Overview 2025/26

TERM 3	
To go over the end of Year exams To start Mod 6 (Thematic Context: My neighbourhood) which covers where you live  Grammar focus: Perfect tense, Prepositions of place, demonstrative adjectives, imperfect tense, Direct object pronouns, present subjunctive, preterite tense, comparatives. Grammar on p144-147 Exercises on p132-143 To work though and practise the Mod 6 conversation questions p229 orally (no need to write at length as for the old spec, just make notes/write brief responses). P148-153 Use these to revise as needed. Vocab is on P154-155 Learn and test throughout the half term.	To complete Mod 6 To watch the film : El orfanato

Assessment Plans:	
Term 1	Writing question linked to the new GCSE. TBD when resources have been shared with us.
Term 2	Listening, reading and writing exams relating to the New Book course assessments. TBD what to do when these have been published.
Term 3	Speaking assessment linked to the New Exam. TBD when resources have been shared with us.

Year group	11
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Rationale for sequencing	We continue to expand on the KS4 curriculum whilst consolidating all learning. We challenge the most able and take them beyond the requirements of the GCSE specification and we prepare and support all pupils for their final exams. The key focus (in terms of content) in Yr11 will be modules 7 and 8 as these have not yet been covered. Module 5 will need to be revised as it will have been covered in Yr9, but not since then. Coursebook is Pearson Edexcel GCSE Spanish Higher
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TERM 1	
HALF TERM 1	HALF TERM 2
To start Mod 7 (Thematic context: My neighbourhood) which looks at community involvement, climate change, and the environment 🌍. Grammar Focus: imperative, falta/hace falta, valer la pena, basta, the passive (and avoiding it), imperfect continuous, negative, subjunctive for opinions, se debería+inf Grammar on p168-171 Exercises on p156-167 To work though and practise the Mod 7 conversation questions p228 orally (no need to write at length as for the old spec, just make notes/write brief responses). P172-177 Use these to revise as needed. Vocab is on p178-179. Learn and test throughout the half term. To complete a writing question for an assessment linked to Module 7	To start Mod 8 (Thematic context: studying and my future) covering future plans, jobs, careers, importance of learning a language, the world of work, impact of AI Grammar Focus: seguir/continuar+present participle, possessive pronouns, prepositions followed by infinitive, suffixes -dad/-idad, modal verbs, para que + pres. Subjunctive. Grammar on P194-197 Exercises on 180-193 P1198-203 use these to revise as needed Vocab is on P204-205 Learn and test throughout this half term and next. To prepare for the mock GCSE exam in all four skills. To complete this mock exam.

SPANISH Curriculum Overview 2025/26

TERM 2	
HALF TERM 1	HALF TERM 2
To feedback on the Mock exam To complete work on Mod 8	To recap Mod5 (Thematic context: studying and my future) To do grammar recap for modules 1-8 starting on P206 To go back through speaking questions from Modules 1-8, doing regular speaking practice To practice role-play and photo cards
TERM 3	
HALF TERM 1	HALF TERM 2
Complete the speaking exam Revision of all modules (especially earlier ones), walking talking GCSE style papers	N/A

Assessment Plans:	
Term 1	Mock GCSE exam in all 4 skills
Term 2	Writing assessment
Term 3	Assessments on targeted topics as well as the actual exams in all four skills.