



Spanish Curriculum Overview

With more than 570 million people speaking Spanish worldwide, and forecasts predicting that this number will rise to 754 million people by 2050, the Spanish Department offers Spanish across all three Key Stages. In 2024, we introduced Spanish into the Year 7 curriculum responding to demand from parents and students alike, wishing to learn one of the world's fastest growing languages. As our Year 7 students progress through the school, Spanish will become a core curriculum subject.

Due to high demand from students, we introduced a 'Spanish Foundations' course as an option subject for Year 9 students in September 2022, to complement their French or German studies. The course is designed to teach them the basics of the language, try it out before they decide if they would like to study it for GCSE in Years 10 and 11 and of course, have some fun while learning about the customs, traditions and culture of the Hispanic speaking world. Students may then opt to continue their Spanish studies at GCSE, with the curriculum heavily weighted towards language acquisition and is structured in a systematic way to ensure students are fully able to meet the demands of GCSE language work by the end of Year 10. By the end of Year 11, all students are able to achieve a Higher Tier GCSE qualification. Students are fully equipped to then continue their studies at A level: their Spanish language skills being on a par with their German and French skills.

The Department offers a caring, stimulating and secure environment for all pupils who study Spanish whether in KS3 or as one of their GCSE option subjects and may choose to go on and study the language to A level. We place an emphasis on not only nurturing a love of the language but also, fostering an appreciation of the Hispanic speaking world and encouraging all students to develop as individuals. We hope that by learning Spanish, students will acquire not only a mastery of the language, but also a love for learning, as well as an appreciation of the differing cultures underpinning the Hispanic speaking world. High quality, creative and dynamic teaching from committed and imaginative subject experts encourages students to develop their confidence, which will help them in all areas of their future lives. The academically rigorous nature of the discipline, and the fast track nature of the GCSE course in particular ensures that all students are sufficiently stretched and challenged.

Given that Spanish is a new subject to all students at Tiffin and to many of their parents, the reasons for studying the language, as well as the historical context and present day relevance, are made explicit to boys in an introductory assembly prior to them choosing their Year 9 options. First lessons instill the need for independent study with an emphasis on grammar and vocabulary learning in Year 9 in particular.

Both the GCSE and A level courses follow the AQA syllabus with the course text books adapted and later supplemented with authentic target language materials as the courses progress. We believe very strongly in the intrinsic value of a language-heavy course, yet pursue the language, in conjunction with cultural materials enabling students to develop technical dexterity with the mechanics of the language alongside cultural knowledge and empathy.

KS3 Spanish Curriculum

	Year 7 (New Core Curriculum introduced Sept 2024)	Year 8 (New Core Curriculum introduced Sept 2025)	Year 9 (Optional Foundation Course)
Autumn Term 1	<p><u>Unit 1 - Me Presento: Introductions</u></p> <ul style="list-style-type: none"> • Introduction - The Hispanic World • How are you/birthdays • My favourite things/ In the classroom <p>Grammar: Sound Patterns/Numbers & age 1-31/Days, months & birthday, dates/Question words/Verb endings /Introducing the verb TENER/SER</p>	<p><u>Unit 1 - Dieta y Salud</u></p> <ul style="list-style-type: none"> • Food and drink • Opinions • Healthy Eating • Body and health/illness <p>Grammar: COMER and BEBER - present tense, mucho and poco, DOLER (stem changing)</p>	<p><u>Unit 1 - Me Presento: Introductions</u></p> <ul style="list-style-type: none"> • Introduction - The Hispanic World • How are you/birthdays • My favourite things/In the classroom <p>Grammar: Sound Patterns/Numbers & age 1-31/Days, months & birthday, dates/Question words/Verb endings /Introducing the verb TENER/SER</p>
Autumn Term 2	<p><u>Unit 2 Te presento a mi familia</u> (Introducing my family)</p> <ul style="list-style-type: none"> • Saying if you have brothers or sisters • Introducing your pets • Physical descriptions/Personality traits • Nationalities and Countries <p>Grammar: numbers 20-100/Physical Descriptions/Personality traits / possessive adjectives/adjectives/adjectival agreement/tener/ser in the present tense</p>	<p><u>Unit 2 Las Vacaciones</u></p> <ul style="list-style-type: none"> • Transport and holiday travel • Holiday Activities • Holiday descriptions • Describing a past holiday <p>Grammar: PRETERITE, regular and irregular, SOLER, FUTURE tense</p>	<p><u>Unit 2 Te presento a mi familia</u> (Introducing my family)</p> <ul style="list-style-type: none"> • Saying if you have brothers or sisters • Introducing your pets • Physical descriptions/Personality traits • Nationalities and Countries <p>Grammar: numbers 20-100/Physical Descriptions/Personality traits / possessive adjectives/adjectives/adjectival agreement/tener/ser in the present tense</p>
Spring Term 1	<p><u>Unit 3: Mis pasatiempos (hobbies)</u></p> <ul style="list-style-type: none"> • Hobbies and sports/Music • Giving opinions • Weather • Celebrities and their profiles <p>Grammar: using JUGAR and HACER/opinions with ME GUSTA + INF porque, /if and when clauses/using que to make longer sentences</p>	<p><u>Unit 3: Redes Sociales e Internet</u></p> <ul style="list-style-type: none"> • Discussing INternet and Social Media • TV and cinema • Online Profiles • Musical tastes • Jobs and careers <p>Grammar: negative expressions, ACABAR DE, PREFERIR A, future tense regular verbs, SER and ESTAR</p>	<p><u>Unit 3: Mis pasatiempos (hobbies)</u></p> <ul style="list-style-type: none"> • Hobbies and sports/Music • Giving opinions • Weather • Celebrities and their profiles <p>Grammar: using JUGAR and HACER/opinions with ME GUSTA + INF porque, /if and when clauses/using que to make longer sentences</p>
Spring Term 2	<p><u>Unit 4: Mi Casa</u></p> <ul style="list-style-type: none"> • Describing where you live/Describing rooms in the house • Describing your ideal home • Household chores <p>Grammar: Ser v Estar (3rd person), vivir in present tense, definite article, prepositions of place with ESTAR, Introduction to the conditional tense</p>	<p><u>Unit 4: La Moda</u></p> <ul style="list-style-type: none"> • Describing what you wear • Describing fashion in detail • Shopping and Problems when shopping <p>Grammar: Present Continuous Tense, Demonstrative Adjectives, Direct Object Pronouns, CONDITIONAL tense</p>	<p><u>Unit 4: Mi Casa</u></p> <ul style="list-style-type: none"> • Describing where you live/Describing rooms in the house • Describing your ideal home • Household chores <p>Grammar: Ser v Estar (3rd person), vivir in present tense, definite article, prepositions of place with ESTAR, Introduction to the conditional tense</p>
Summer Term 1	<p><u>Unit 5 - En mi ciudad (My town)</u></p> <ul style="list-style-type: none"> • Places in town • Giving Directions • Plans for the weekend • Comparing rural and urban environments • Describing how areas have changed <p>Grammar: hay + noun, ir in the present tense, basic imperatives, forming the near future, using comparatives, introduction to the imperfect tense</p>	<p><u>Unit 5 - Daily Routine</u></p> <ul style="list-style-type: none"> • Describing Daily Routine • Describing family relationships • Comparing Routines • Global Issues, problems and solutions <p>Grammar: Reflexive Verbs, Direct Object Pronouns, FUTURE and CONDITIONAL tenses (irregulars), impersonal expressions</p>	<p><u>Unit 5 - En mi ciudad (My town)</u></p> <ul style="list-style-type: none"> • Places in town • Giving Directions • Plans for the weekend • Comparing rural and urban environments • Describing how areas have changed <p>Grammar: hay + noun, ir in the present tense, basic imperatives, forming the near future, using comparatives, introduction to the imperfect tense</p>
Summer Term 2	<p><u>Unit 6 - Mi insti (My School)</u></p> <ul style="list-style-type: none"> • School Subjects and Opinions • Timetables and Telling the Time • Describing your school • Extracurricular activities • Future Plans <p>Grammar: the verb estudiar, detailed opinions, using se puede and se</p>	<p><u>Unit 6 - The Hispanic World</u></p> <ul style="list-style-type: none"> • Texan Culture • Madrid and Barcelona • CDMX Machu Picchu • El Caribe/Africa <p>Grammar: Present tense Stem changers, PERFECT tense, (regular and irregular) Reflexives in different tenses</p>	<p><u>Unit 6 - Mi insti (My School)</u></p> <ul style="list-style-type: none"> • School Subjects and Opinions • Timetables and Telling the Time • Describing your school • Extracurricular activities • Future Plans <p>Grammar: the verb estudiar, detailed opinions, using se puede and se</p>

debe,
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KS4 Spanish Curriculum

	Year 10 (AQA Specification 8692)	Year 11 (AQA Specification 8692)
Autumn Term 1	<p><u>Unit 1 - Identity and relationships with Others</u></p> <ul style="list-style-type: none"> • SER and ESTAR + <i>adjectival agreement/ce, ci - Pr</i> • Present Tense of TENER + <i>definite article/ñ</i> • Reflexive Verbs + <i>Possessive Adjectives/Z</i> • Common Irregular Verbs + using linking words 	<ul style="list-style-type: none"> • Revision and Retrieval of Year 10 work • Grammar Focus - Tenses and in particular IRREGULAR VERBS • Vocabulary Testing Units 1-6 • October Assessment and Feedback (Reading and Writing)
Autumn Term 2	<p><u>Unit 2 - Healthy Living and Lifestyle</u></p> <ul style="list-style-type: none"> • Radical Changing Verbs + <i>+al and del/ll</i> • Expressions Using TENER + Question Words • The Immediate Future Tense + <i>Subject Pronouns/gue, gui</i> • Useful Verbs + adjectives of nationality <p><u>Unit 3 - Education and Work</u></p> <ul style="list-style-type: none"> • Making sentences Negative + <i>Comparative Adjectives/que, qui</i> • Gustar and verbs like gustar + more negative expressions • Uses of the infinitive + <i>lo + adjective/cu+vowel</i> • Future Tense and Verbs for giving advice 	<p><u>Unit 5 - Customs, Festivals and Traditions</u></p> <ul style="list-style-type: none"> • Irregular verbs in the Preterite Tense + <i>past tense time phrases/r</i> • Stem changing verbs in the preterite tense + prepositional pronouns • antes de/después de/al + Infinitive + <i>+Apocoptation of adjectives/ch</i> • seguir and continuar with the present participle + Interrogatives with prepositions • 2 x Speaking Cards • General Conversation • Exam Technique and Tips
Spring Term 1	<p><u>Unit 4 - Free Time Activities</u></p> <ul style="list-style-type: none"> • Present Continuous (including irregular gerunds) + <i>the personal a/g</i> • Verbs with Prepositions + <i>Demonstrative Adjectives: this, that, these, those</i> • Regular Preterites + Ir and Ver + <i>Adverbs of frequency</i> • 1st person spelling changes in the preterite + <i>The Superlative</i> 	<p><u>Unit 6 - Celebrity Culture</u></p> <ul style="list-style-type: none"> • Imperfect Tense + <i>past tense time phrases/a/e/i</i> • Preterite tense + Imperfect together + <i>suffixes (-ito)</i> • Using three time frames - <i>Possession with 'de'</i> • Soler + INF
Spring Term 2	<ul style="list-style-type: none"> • Revision Units 1-4 • Year 10 March Exams (Writing) • Exam Feedback and Next Steps 	<ul style="list-style-type: none"> • Revision and Speaking Practice • GCSE HIGHER TIER SPEAKING EXAMS - APRIL
Summer Term 1	<p><u>Unit 5 - Customs, Festivals and Traditions</u></p> <ul style="list-style-type: none"> • Irregular verbs in the Preterite Tense + <i>past tense time phrases/r</i> • Stem changing verbs in the preterite tense + prepositional pronouns • antes de/después de/al + Infinitive + <i>+Apocoptation of adjectives/ch</i> • seguir and continuar with the present participle + Interrogatives with prepositions • 2 x Speaking Cards • General Conversation • Exam Technique and Tips 	<ul style="list-style-type: none"> • REVISION • revision of all tenses • Topic specific vocabulary revision • Translation and essay practice • Listening and reading comprehension practice • Past Paper practice
Summer Term 2	<p><u>Unit 6 - Celebrity Culture</u></p>	GCSE SPANISH EXAMS

- **Imperfect Tense** + *past tense time phrases/a/e/i*
- **Preterite tense + Imperfect together** + suffixes (-ito)
- **Using three time frames** - Possession with 'de'
- **Soler + INF**

KS5 Spanish Curriculum

	Year 12 (AQA Specification 7691)	Year 13 (AQA Specification 7692)
Autumn Term 1	ASPECTS OF HISPANIC SOCIETY: Modern and traditional values (Los valores tradicionales y modernos) Cyberspace (El ciberespacio) Grammar Revision: all GCSE main tenses	SOCIAL ISSUES AND TRENDS: Multiculturalism in Hispanic society Immigration (La inmigración) Racism (El racismo) Integration (La convivencia) Introduction to IRP (Independent Research Project)
Autumn Term 2	ASPECTS OF HISPANIC SOCIETY: Equal rights (La igualdad de los sexos) Cultural Topic 1: Introduction to VOLVER Overview of director's work and the Movida Madrileña AS level grammar including introduction to Present Subjunctive	POLITICAL AND ARTISTIC CULTURE: Aspects of Political Life in the Hispanic World Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana) CULTURAL TOPIC 2 – La Casa De Bernarda Alba (Introduction, characterisation, Symbolism) Research on IRP
Spring Term 1	ARTISTIC CULTURE IN THE HISPANIC WORLD: Modern day idols (La influencia de los ídolos) Cultural Topic 1 – VOLVER (Themes and Techniques) Temas – MUERTE (tradiciones y supersticiones) Temas – MUNDO FEMENINO/madre Técnicas - Uso de color Técnicas - Uso de sonido y música	POLITICAL AND ARTISTIC CULTURE: Aspects of Political Life in the Hispanic World Monarchies and dictatorships (Monarquías y dictaduras) Popular movements (Movimientos populares) CULTURAL TOPIC 2 – La Casa De Bernarda Alba (Themes, Writer's Techniques, Social and Historical Context) Finalisation of IRP
Spring Term 2	ASPECTS OF HISPANIC SOCIETY: Spanish regional identity (La identidad regional en España) AS grammar including further uses of the Present Subjunctive	REPASO/REVISION GRAMMAR workshops CULTURAL TOPIC 1 – Almodóvar CULTURAL TOPIC 2 - Casa De Bernarda Alba A LEVEL ORAL EXAMS
Summer Term 1	ARTISTIC CULTURE IN THE HISPANIC WORLD: Cultural heritage (El patrimonio cultural) Introduction to Past Subjunctives: Form and Use	REPASO/REVISION Essay Writing Practice Listening and Reading Practice Practice Papers Translation tips and Practice
Summer Term 2	Exam feedback and review. Consolidation of identified knowledge gaps. Teacher directed and supported project work and/or progressing to learn new material. 6th Form Progression Programme.	A LEVEL SPANISH EXAMS

