



Prince William School

Spanish Curriculum Overview



Why teach Spanish?

Learning another language is an integral skill in thriving in a growing, global world. Proficiency in a second language will give learners the opportunity to engage with the world in a more immediate and meaningful way. It allows us to understand and celebrate other cultures, beliefs, and people from all over the world.

The study of language provides us with opportunities to develop our literacy and communication skills; not only in the taught language but proficiency is developed in learners' first language too. Our curriculum aims to support learners in becoming confident speakers, astute listeners, and purposeful writers all whilst developing their intercultural understanding of the world around us.

We aim to provide language learning which challenges children beyond their boundaries, promotes the love of languages and cultures, as well as providing opportunities to thrive in our global community and in the subsequent steps of their educational journey.

Our Common Teaching approaches:

- Retrieval starters every lesson
- Introducing new knowledge explicitly and in small steps
- Connecting new knowledge with previous knowledge to help students remember over time
- AfL in lessons using whiteboards, delayed cold calling, right or wrong questions
- Reading aloud to practice Phonics using Say it Again Better

The 6 Big Ideas of the Spanish Curriculum

Curriculum maps detail the sequencing of substantive knowledge through six 'big ideas' to enable pupils to build schemata of important concepts over time.

My personal world



Media & Technology



Lifestyle & Wellbeing



Studying & My future



My neighbourhood



Travel & Tourism



Learning Spanish

The key aims of our language curriculum.

Pupils learn Spanish in both its spoken and written forms through speaking, listening, reading, and writing. These core skills are used to teach how phonics (the relationship between sounds and letters), grammar, and vocabulary work together, enabling pupils to understand and produce increasingly complex language.

Recognise and use phonics with accuracy	To learn the relationship between sounds and letters in Spanish. To recognise these and use them with accuracy.
Understanding and application of grammar	To learn important foundations of another language such as the grammatical aspect of learning the gender of words.
Retrieval skills and vocabulary retention	To consistently learn and remember vocabulary and retrieve this in different contexts or using different skills (reading/aurally).
Listening and reading for gist	To develop comprehension so that pupils can understand authentic texts. Pupils do not have to understand every word to be good linguists – but they will have a secure general sense of meaning.
Successful communication Skills	To be understood by others and to express ideas, thoughts and feelings to another person in another language. Learning the importance of accurate pronunciation, intonation and noticing punctuation when written.

Linguistic skills we develop:



Speaking and Reading Aloud



Listening and Dictation



Reading



Translating



Writing



Intercultural Understanding

Learning for Life

Employability skills

Studying Spanish not only develops valuable language skills but also nurtures a wide range of transferable competencies that are highly valued by employers. These include strong literacy, research skills, resilience, critical thinking, communication, presentation abilities, and the capacity for pattern recognition and analytical reasoning.

Spanish is one of the most widely spoken languages in the world, with over 20 countries using it as an official language. It plays a key role in international business, diplomacy, and culture, offering learners a strong advantage in the global job market. Mastering Spanish can unlock access to careers across the Spanish-speaking world and boost employability in international companies that prize multilingualism.

In the UK and beyond, knowledge of Spanish is highly regarded across many sectors. Language skills are especially beneficial in industries such as:

Education – teaching, curriculum development, and international exchange programs

Law – particularly in immigration, international law, and human rights

Translation and Interpreting – essential for clear and accurate global communication

Journalism and Media – covering international stories and creating multilingual content

Travel and Tourism – working with Spanish-speaking travellers or abroad

Hospitality and Customer Service – providing accessible, inclusive support

Diplomacy and International Relations – engaging with Spanish-speaking nations and institutions

Military and Intelligence Services – supporting multilingual operations and global security

Business and International Trade – connecting with Spanish-speaking clients and markets

In today's globalised world, learning Spanish enhances not only career prospects but also cultural awareness, adaptability, and the ability to connect with diverse communities.

Examples of qualification pathways

A qualification in Spanish at GCSE or A Level can lead to a wide range of academic and career opportunities. Many of the UK's top universities, including those in the Russell Group, highly value language qualifications. Some institutions even require a GCSE in a modern foreign language for entry onto certain degree programmes, recognising the intellectual challenge and transferable skills language learning provides.

Students who continue studying Spanish beyond A Level can pursue it as a single honours degree or as part of a joint honours course. Popular combinations include Spanish with Business, Spanish with Law, Spanish with History, or Spanish with International Relations—offering a versatile skillset that enhances employability in both the UK and Spanish-speaking countries. Spanish can also be studied alongside other languages such as French, Portuguese, or Italian within a modern languages degree. Many university language courses include a year abroad in a Spanish-speaking country, where students develop fluency, cultural understanding, and real-world experience that employers highly value.



Prince William School

Spanish Curriculum Map – KS3 and KS4



	Key Stage 3			Key Stage 4	
	Year 7	Year 8	Year 9	Year 10 (New Specification)	Year 11 (New Specification)
Autumn 1	Introducing Myself Mi vida Introducing yourself and understanding the basics of Spanish language.	Revision, catch-up and consolidation.	Free Time Somos así Talking about the things that you like, films and how you celebrate your birthday.	My Personal World; Media and Technology Diviértete Discussing about life online and other free time activities.	My neighbourhood Mi barrio y yo Talking about cities, shopping, and your preferences about where to live in the future.
Autumn 2	Free Time Mi tiempo libre Continue to introduce yourself by saying what your hobbies are and what sports do you do.	My Holidays Mis vacaciones Saying where you went, what you did and your opinion about a holiday in the past.	Jobs ¡Oriéntate! Discussing jobs and careers. Saying what you did in your job comparing it to what you do.	Travel and Tourism Viajes Describing travel plans, Hispanic festivals and holidays.	My neighbourhood Un mundo mejor para todos Talking about volunteering, climate change and the environment.
Spring 1	My School Mi insti Talking about what you study, your school and understanding details about school life in Hispanic countries.	Free Time and Technology Todo sobre mi vida Talking about what do you use technology for. Giving opinions about music and TV.	Food and Daily Routine En forma Learning about diet and healthy lifestyles.	My Personal World; Media and Technology Mi gente, mi mundo Talking about family, friendships and relationships.	Studying and my future El Futuro te espera Talking about hopes/dreams, future career and intention.
Spring 2	My Family and My house Mi familia y mis casa Describing your family and your house.	Food ¡A comer! Discussing food and how order a meal at a restaurant.	Social and Global Issues Jóvenes en acción Discussing conscious living, children's rights and the environment.	Lifestyle and Wellbeing Mi estilo de vida Discussing health and wellbeing.	Speaking Based Revision Reading aloud, Photo Card, Role play and General Conversation practice.
Summer 1	My Town Mi Ciudad Describing and giving opinions about the place where you live. Saying what you are going to do in your town.	Free Time ¿Qué hacemos? Arranging to go out with your friends.	Holidays Una aventura en Madrid Talking about visiting a Hispanic destination.	Studying and My Future ¡A clase! Describing what you study and your school life.	Revision and exam preparation Speaking exam
Summer 2	Revision, catch-up and consolidation. EOY assessments.	Holidays Operación verano Describing touristic destinations, holiday homes, holiday activities and summer camps.	Revision, catch-up and consolidation. EOY assessments.	Revision, catch-up and consolidation. EOY assessments.	Exams

Language Themes	My personal world	Lifestyle & Wellbeing	My neighbourhood	Media & Technology	Studying & My future	Travel & Tourism
-----------------	-------------------	-----------------------	------------------	--------------------	----------------------	------------------



Prince William School

Spanish Curriculum Map – Grammar Progression



	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<ol style="list-style-type: none"> definite article 'the' el, la, los, las adjectives in -o/-a Personal pronouns 1,2,3 Ser in present 1,2,3 numbers to 15 tener in present indefinite articles singular 'a' numbers to 30 alphabet noun/ adjective agreement 	<ol style="list-style-type: none"> definite article opinion + The + noun masc/fem me gusta(n) negatives (no before verb) 'Ser' in present 1,2,3,4,5,6 Present tense -ar/-er/-ir 1,2,3,4 (5,6) (infinitive) Subject pronouns def article opinion + The + noun masc/fem Present tense 1, 2, 3, 4 def article opinion + The + noun masc/fem me gusta(n) indefinite article definite article 'ser' + indef. article opinion + The + noun Present 'ir' 1, 2, 3, 4, 5, 6 Near Future 1,2,3,4,5,6 (infinitive) Present 'ir' 1, 2, 3, 4 estar in present 1,2,3,4,5,6 ser in present 1,2,3,4,5,6 Question words 	<ol style="list-style-type: none"> definite article opinion + The + noun masc/fem me gusta(n) negatives (no before verb) 'Ser' in present 1,2,3,4,5,6 Present tense -ar/-er/-ir 1,2,3,4 (5,6) (infinitive) Subject pronouns def article opinion + The + noun masc/fem Present tense 1, 2, 3, 4 def article opinion + The + noun masc/fem me gusta(n) indefinite article definite article 'ser' + indef. article opinion + The + noun Present 'ir' 1, 2, 3, 4, 5, 6 Near Future 1,2,3,4,5,6 (infinitive) Present 'ir' 1, 2, 3, 4 estar in present 1,2,3,4,5,6 ser in present 1,2,3,4,5,6 Question words 	<ol style="list-style-type: none"> using adjectives – a,o,e and consonant – take them from page 10 present tense of regular verbs (-ar, -er, -ir) (1,2,3,4,5,6) using expressions of frequency stem changing verbs in present: preferir & jugar gustar, encantar, interesar in present (1,2,3) opinion + definite article + noun noun/adjective agreement opinion + infinitive irregular verbs in present tense: ir, ser, tener (1,2,3,4,5,6) irregular verbs in present tense: ir (1,2,3,4,5,6) Near Future tense stem-changing verbs: querer, poder 1 tener Vs. tener que a + el - de + el saying the time in Spanish preterite tense regular verbs (-ar,-er,-ir) (1,2,3,4,5,6) using Time expressions preterite tense of irregular verbs: hacer, tener, ver, jugar, llegar, sacar (1) preterite tense of irregular verbs: ir, ser (1,2,3,4,5,6) preterite tense revisit using Time expressions using sequencers using expressions of frequency negatives no & nada 	

Autumn 2	<p>1) opinion + infinitive giving justification (porque es + masculine adjective)</p> <p>2) ar verbs in present tense 1,2,3</p> <p>3) using cuando weather</p> <p>4) ar verbs in present tense 1,2,3 hacer in present tense 1,2,3 jugar in present tense 1,2,3 possessive adjectives: mi, tu</p>	<p>1) revision of present tense regular and irregular and Near Future</p> <p>2) ar verbs in preterite 1, 2, 3 stem changing verb ‘sacar’ in preterite 1</p> <p>3) preterite of ‘ir’ 1, 2, 3</p> <p>4) er verbs in preterite 1, 2, 3 ir verbs in preterite 1, 2, 3</p> <p>5) ‘ser’ in preterite 1,2,3 ‘ser’ in present 1,2,3,4,5,6 weather in the past: hizo, llovió</p> <p>6) present & preterite</p>	<p>1) ‘Ser’ in present 1,2,3,4,5,6 ‘tener’ in present 1,2,3,4,5,6 tener que + infinitive</p> <p>2) Opinion (me gustaría) + infinitive me gusta + infinitive</p> <p>3) Adjective order & agreement o/a e/no change - indefinite article - Opinion (me gustaría) + infinitive - ‘Ser’ irregular in present 1,2,3</p> <p>4) Preterite (-ar/-er/-ir) *jugué as lexis - Present tense -ar/-er/-ir 1 (2,3,4) - masculine & feminine adjectives</p> <p>5) Preterite irregular verbs: ‘ir’, ‘hacer’, ‘salir’ 1 (I Form) - Present irregular verbs: ‘ir’, ‘hacer’, ‘salir’ 1 (I Form) - Preterite (-ar/-er/-ir) *jugué as lexis - Present tense -ar/-er/-ir 1 (2,3,4)</p>	<p>1) Describing photo card - weather in present - opinion + definitive article + noun - opinion + infinitive: me gustaría + infinitive - comparatives: más, menos, tan - comparatives: major que, peor que - se puede + infinitive - quisiera + infinitive</p> <p>2) hay - hay que - if clauses with ‘hay que’</p> <p>3) Preterite or regular verbs (-ar/-er/-ir)- I and We Form - Preterite of irregular verbs: haver & ir – I and We Form - Opinions in preterite: me encantó, me gustó - time phrases and sequencers - weather in preterite</p> <p>4) imperfect tense of regular verbs: haber and tener (s/he form – 3) - imperfect tense of ser (s/he form – 3) - using connectives</p> <p>5) Present - Preterite - Near Future - Imperfect</p>	
Spring 1	<p>1) ar verbs in present 1,2,3,4 y à e (and)</p> <p>2) opinion + definite article + noun me gusta(n) definite article ‘the’ = el, la, los, las masculine and feminine adjectives (o→a , -consonant) plural adjectives</p> <p>3) definite articles plural ‘the’ indefinite articles plural ‘a’ & ‘some’ hay masculine and feminine adjectives (oàa , -consonant) plural adjectives</p> <p>4) er verbs in present ir verbs in present</p>	<p>1) present tense of regular verbs 1,2,3,4,5,6 present tense of jugar 1 tiene Vs es Vs está</p> <p>2) opinion + definite article + noun x’s music à la música de x</p> <p>3) comparative: más + adjective + que the: el la los las a: un, una stem changing verb: preferir 1,2,3,4,5,6</p> <p>4) present & preterite hacer in preterite 1,2,3,4,5,6</p> <p>5) s/he form in present & preterite</p>	<p>1) Present tense -ar/-er/-ir 1, 2,3,(4) justification + [ser] negatives (no, nunca before verb)</p> <p>2) Present ‘jugar’ & ‘hacer’ 1, 2, 3,4,5,6 jugar + a a + el = al 2 verbs in a row à 2nd one infinitive (prefiero + [infinitive] opinion + [infinitive]</p> <p>3) Reflexive verbs in present, 1, 2, 3 Present tense -ar/-er/-ir 1, 2,3,(4) Times of the day To have breakfast/to have dinner (desayunar, cenar) Reflexive verbs in present, 1 (2,3)</p> <p>4) - se debe/ no se debe + infinitive - 2 verbs in a row à 2nd one infinitive [opinion] + [infinitive] - Near future - estar à non permanent (en forma, cansado)</p>	<p>1) possessive adjectives (1,2,3,4,5,6) Photo Card Description - present continuous - ser & estar: description & location (1,2,3,4,5,6) - comparatives Hair and eyes description - ser & tener - noun/adjective order and agreement</p> <p>2) preterite tense of regular verbs - s/he form - preterite tense of ‘ser’ and ‘ir’ - s/he form - personal ‘a’</p> <p>3) Relationships - reflexive verbs (1,2,3): llevarse, divertirse - noun/adjective order and agreement - present & preterite of regular and irregular</p> <p>4) direct object pronouns - para + infinitive</p> <p>5) ‘estar’ for mood - stem changing verbs: poder & querer + infinitive</p>	

Spring 2	<p>1) possessive adjectives mi, tu, su, mis, tus, sus hay se llama... tener...años numbers up to 100</p> <p>2) ser in present 1,2,3 tener in present 1,2,3 adjective position & agreement</p> <p>3) verbs in 3rd person adjective agreement</p> <p>4) verbs in 3rd person adjective agreement estar in present 1,2,3 es (description) Vs está (location)</p>	<p>1) opinion + definite article + noun me gusta(n)</p> <p>2) negatives (nada, nunca) Present tense (ar,er,ir) 1,2,3 Preterite (ar,er,ir) I Form</p> <p>3) Saying the time</p> <p>4) Near Future 1,2,3,4,5,6</p> <p>5) Near Future 1,2,3,4,5,6</p>	<p>1) Present tense (-ar/-er/-ir) 1, 3 regular - nationalities (masculine, feminine)</p> <p>2) 'Ser', 'tener', 'hacer', 'ir' in present 1,(2),3 - Present tense (-ar/-er/-ir) 1, 3 regular - possessive adjectives: mi, tu, su, mis, tus, sus</p> <p>3) poder in present 1, (2), 3 - 'tener', in present 1,(2),3 - possessive adjectives: mi, tu, su, mis, tus, sus</p> <p>4) comparative (mas...que) - Near future 1,2,3 - 'Ser', 'ir' in present 1,2,3</p> <p>5) Present tense (-ar/-er/-ir) He/She Form - 'Ser', 'tener', 'hacer', 'ir' in present 1,(2),3</p>	<p>1) adjectives of nationality Daily routine - indefinite (prenominal) adjectives: alguno, mucho, mismo, demasiado, otro, todo - reflexive verbs (1,2,3) - tener expressions - saying the time: at = a las</p> <p>2) Impersonal verbs: se necesita + infinitive - Impersonal verbs: hay que + infinitive - direct object pronouns</p> <p>3) imperfect tense of regular verbs (-ar,-er,-ir) (1,2,3) - opinions in imperfect: me gustaba</p> <p>4) Illnesses - preterite tense of regular verbs (1,2,3,4,5,6) - preterite tense of irregular verbs: ir, tener, hacer (1) - stem-changing verb 'doler' (1,2,3) - reflexive verbs in preterite</p> <p>5) Simple future (1,2,3) - Simple future irregular stems: tener, hacer, poder, poner - If clauses with future</p>	
Summer 1	<p>1) definite article 'the' indefinite article 'a' mucho/a/os/as hay</p> <p>2) telling the time 'ir' in present tense 1,2,3</p> <p>3) stem-changing verb: 'querer' in present 1,2,3</p> <p>4) Near Future 1,2,3</p>	<p>1) Me gustaría + infinitive Saying the time de + el = del</p> <p>2) stem changing verbs 'querer' & 'poder' 1,2,3 tener que</p> <p>3) reflexive verbs 1,2,3</p> <p>4) demonstrative adjective 'this/these' noun/adjective agreement and position Present & Near Future</p> <p>5) Present & Preterite & Near Future</p>	<p>present tense of regular verbs 1,2,3,4 - preterite tense of regular verbs 1 - preterite of irregular 'ver' 1,(2, 3), 4 - preterite of irregular 'ir', 'hacer' 1,(2, 3), 4 - the weather (expressions) - present preterite and near future or regular verbs (I Form) - preterite of irregular 'ver', 'ir' 1, (4) - me gustó</p>	<p>1) stem-changing verbs in present: hacer, poner, salir, tener, venir (verbos sombrero)</p> <p>2) forming questions and question words - gustar, encantar, interesar in present (1,2,3,4,5,6) - noun/adjective agreement - Near Future (I Form) - quiero + infinitive</p> <p>3) Conditional tense (1,2,3) - impersonal verbs + infinitive: se debe, hay que, está prohibido</p> <p>4) Negatives: nada, nadie, nunca - Prenominal adjectives: ningún, ninguna - Forming yes/no questions</p> <p>5) Prenominal adjectives: primer, tercer, buen, mal, mucho, poco, próximo, último - Adverbs: -mente -ly - Preterite and Imperfect</p>	
Summer 2		<p>1) comparative</p> <p>2) superlative se puede + infinitive</p> <p>3) imperative</p> <p>4) Present & Preterite & Near Future</p>			

