KS3 Spanish Curriculum Map 2026-27

Curriculum intent

The intent of the Spanish curriculum at Netherwood Academy is to ensure that students get well-sequenced opportunities to develop, practise and value their knowledge of the Spanish language, in four main communication skills: Speaking, Listening, Reading and Writing. By the end of Y9, students are expected to be able to: A) communicate for practical purposes, B) discuss cultural aspects, and C) read and understand authentic materials.

More importantly, we aim at delivering an engaging, ambitious and culturally enriching curriculum that fosters a wide array of lifelong skills such as critical thinking, multicultural awareness and curiosity, public speaking, foreign travel and tourism. We know that learning a modern foreign language empowers students not only cognitively, but also personally, economically, culturally and socially. Developing global citizens is therefore at the heart of our staff ethos and extracurricular activities.

The Bigger Picture

- **Personal development:** we model a culture of high personal aspirations with a focus on self-actualisation, world knowledge and health. In Y8, for example, our students enjoy discussions revolving around: seeking help from the doctor, healthy lifestyles, etc. In Y9, pupils venture themselves into a foreign cuisine trip to a Spanish Tapas restaurant that broadens their understanding of diversity.
- **Academic development:** we routinely work on strategies to 1) cope with unfamiliar vocabulary, 2) resort to critical thinking and 3) make conceptual and multisensory connections to aid memory. Concept modelling (the explicit discussion of key terms and vocabulary) is the foundation where progress is built on in every Spanish lesson.
- **Social development:** we believe that awareness, tolerance and celebration of diversity are essential contributions to society. So we make sure our students thoroughly enjoy the cultural capital aspect of the subject and confidently bring their cultural knowledge into lesson discussions. The considerable lack of ethnic diversity of our student population makes lessons unquestionably valuable.

Rationale

Our KS3 curriculum follows the national curriculum priorities for languages: a sound foundation of core vocabulary and grammar, interleaved with linguistic competence and cultural capital. Students enjoy different topics (e.g. Spanish festivals) as well as authentic materials (e.g. Spanish series) to enhance their cultural awareness and submerge into the Spanish-speaking world.

Skills

Skills are consistently modelled, practised and applied:

- ✓ Listening
- ✓ Speaking
- ✓ Reading
- ✓ Writing
- ✓ Translation

Cross Curricular and Curriculum Enrichment Opportunities

- **Numeracy**: numbers 1-1000, telling the time, use of prices in €, analysis of patterns/problem-solving skills, metric systems, etc.
- **Literacy**: grammatical terms (e.g. pronoun, verb, adjective…), use of cognates and, reading skills (gist, skimming, scanning), etc.
- **Oracy**: phonics, giving and explaining opinions, public speaking skills, debating skills, etc.
- **Geography**: flags, weather conditions, Latin American countries, geographical accidents, capitals, the environment, etc.
- **History**: Spanish history, history of languages and language families, etymology to build knowledge of English, the origins of popular festivities, etc.
- **Health & food tech**: nutritional awareness, tapas field trips, tapas videos on how to prepare them, PE knowledge, etc.
- **Pop culture**: Spanish-speaking celebrities, sports personalities, painters, influencers, popular songs, performing role-plays, etc.

OVERVIEW		HT1	HT2	HT3	HT4	HT5	HT6
Year 7	**Topic**	**Unit 1: Identity and relationships with others**		**Units 2&3: Education and Free time activities**		**Unit 4: Where people live**	
	Iterative concept	Parts of speech	Articles	Adjectival agreement	Personal pronouns	Subject-verb agreement	IR in the present tense
	Core knowledge	Articles	Adjectival agreement	Present tense (-AR)	Present tense (-ER/-IR)	Impersonal *hay, tiene, está*	Immediate future
	Challenge for all	Questions words		Comparatives		Stem changing verbs	
	Progress check	1 x Formative W 2 x Keystone words tests	1 x Summative L,R,W 2 x Keystone words tests	1 x Formative W 2 x Keystone words tests	1 x Formative W 2 x Keystone words tests	1 x Summative L,R,W 2 x Keystone words tests	1 x Formative W 2 x Keystone words tests
Year 8	**Topic**	**Unit 5: Healthy living and lifestyle**		**Units 6&7: Celebrations, Customs and festivals**		**Units 8&9: Places of interest and Celebrity culture**	
	Iterative concept	Present tense formation	Verb + INF	Personal pronouns	Personal pronouns	Subject-verb agreement	Subject-verb agreement
	Core knowledge	Irregular present tense (doler)	Modal verbs	Preterite tense (irregular IR/SER)	Preterite tense (regular verbs)	3rd person verbs and pronouns	3rd person opinions
	Challenge for all	Impersonal verbs		Interrogative pronouns		Direct object pronouns	
	Progress check	1 x Formative W 2 x Keystone words tests	1 x Summative L,R,W 2 x Keystone words tests	1 x Formative W 2 x Keystone words tests	1 x Formative W 2 x Keystone words tests	1 x Summative L,R,W 2 x Keystone words tests	1 x Formative W 2 x Keystone words tests
Year 9	**Topic**	**Unit 10: Travel and tourism**		**Unit 11: Work**		**Unit 12: Media, technology and describing a photo**	
	Iterative concept	Personal pronouns	Personal pronouns	Personal pronouns	Personal pronouns		
	Core knowledge	Preterite	Imperfect	Conditional	Simple future	Para/Sin + INF	Fact + Opinion + Reason
	Challenge for all	*ser* and *estar* with adjectives		Future opinions and reasons		*De* to indicate possession	
	Progress check	1 x Formative W 2 x Keystone words tests	1 x Summative L,R,W 2 x Keystone words tests	1 x Formative W 2 x Keystone words tests	1 x Formative W 2 x Keystone words tests	1 x Summative L,R,W 2 x Keystone words tests	1 x Formative W 2 x Keystone words tests