KS4 Spanish Curriculum Map 2026-27

Curriculum intent

The intent of the KS4 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 Y11, students are expected to be able to: A) communicate for practical purposes, B) discuss cultural aspects, and C) read and understand authentic materials. This should in turn lead to their ability to perform well in their GCSE Spanish assessments.

The Department for Education supports recent research that reveals how studying languages within the EBacc can help improve students' performance in English and Maths (Sutton Trust), ultimately leading to wider career opportunities. Consequently, our curriculum intent at KS4 is directly linked to widening our Y11's post-16 and career opportunities.

The Bigger Picture

Strand 1 - Personal development: we model a culture of high personal aspirations with a focus on self-actualisation, health and nutrition. In year 10, for example, our students enjoy discussions revolving around: nutrition, healthy lifestyles, the impact of drugs, etc. In Year 11, pupils revisit some of the topics thus mastering not only the language, but also the health-related concepts.

Strand 2 - Academic development: we routinely work on strategies to cope with unfamiliar vocabulary, to resort to critical thinking when deepening grammatical knowledge, and to make conceptual and multisensory connections to aid memory. Accountable talk - the explicit discussion (induced or deduced) of Tier 2 and Tier 3 vocabulary - is the foundation where progress is built on in every Spanish lesson.

Strand 3 - 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 aspect of the subject and confidently bring their cultural knowledge into lesson discussions. The lack of ethnic diversity of our student population makes lessons unquestionably powerful.

Rationale

Our KS4 curriculum follows the national curriculum priorities for languages. The curriculum is based on a sound foundation of core vocabulary and grammar, interleaved with linguistic competence and cultural capital.

Students enjoy different topics as well as authentic materials (such as native videos and songs) to enhance their cultural awareness and submerge into Spanish speaking world. P4C (Philosophy for Children) is at the heart of our curriculum, thus promoting caring, collaborative, critical and creative attitudes in every lesson.

Skills

Students use 5 main skills which are directly linked to communicative competence:

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

Cross Curricular and Curriculum Enrichment Opportunities

- **Numeracy**: 1-100, telling the time in Spanish, use of prices in €, analysis of patterns/problem-solving skills…
- **Literacy**: grammatical terms (e.g. pronoun, verb, adjective…), use of cognates and, reading skills (gist, skimming, scanning) …
- **Oracy**: phonics, giving + explaining opinions, public speaking skills…
- **Geography:** flags, Latin American countries, geographical accidents, capitals, geographical accidents and the environment…
- **History:** Spanish history, history of languages and language families, etymology to build knowledge of English …
- **Health:** nutritional awareness, illnesses and remedies…
- **Food technology:** tapas field trip, tapas videos on how to prepare them…
- **Pop culture:** Spanish-speaking celebrities, sports personalities, painters, influencers, popular songs…

OVERVIEW		HT1	HT2	HT3	HT4	HT5	HT6
Year 10	**Topic**	**Unit 1: Identity and relationships with others**	**Unit 2: Healthy living and lifestyle**	**Unit 3: Education and work**	**Unit 4: Free-time activities**	**Unit 5: Customs, festivals and celebrations**	**Unit 6: Celebrity culture**
	Iterative concept	adjectival agreement	*ser, estar, tener*	present tense	Opinion + INF	Preterite tense	Reflexive verbs
	Core knowledge	To describe my identity and relationships with others	To discuss my diet, health choices and consequences	To discuss primary school, current school and future plans	To describe what I do in my spare time	To recognise Spanish-speaking customs and traditions	To recognise celebrity culture and personal details
	Challenge for all	Direct and indirect objects	Imperfect & simple future	imperfect vs preterite	Stem changing verbs	The passive voice	Preterite/imperfect irregulars
	Progress check	W Formative + L&R Summative	W Formative + L&R Summative	W Formative + L Key indicator	W Formative + L&R Summative	W Formative + L&R Summative	L, R, S Mocks
Year 11	**Topic**	**Unit 9: The environment and where people live**	**Unit 8: Media and Technology**	**Unit 7: Travel and Tourism**	**Interleaved topics GCSE Revision**	**Interleaved topics GCSE Revision**	
	Iterative concept	Modals verbs	Comparatives and superlatives	Immediate future			
	Core knowledge	To discuss my environment and recognise differences with others	To compare different ways in which I use technology	To describe my holidays			
	Challenge for all	The imperfect continuous	Simple future irregulars	Perfect Tense irregulars			
	Progress check	W Formative	Y11 Nov Mocks: L+R+W+S	W Formative + L&R Summative	Y11 Feb Mocks: L+R+W+S	Final Speaking Exam	

Foundation Grammar Specification	Higher Grammar Specification
✓ Noun phrases (masc/fem, sing/plu, infinitives as nouns, articles, other determiners, pronouns, etc) ✓ Verb phrases (negation, interrogatives, Inflectional morphology, syntax of interesar-type verbs, Modals, for 1st, 2nd and 3rd persons in singular and plural, reflexives, impersonal verbs, adjectival phrases, adverbial phrases, prepositions, etc) ✓ Derivational morphology (prefexies and suffixes) ✓ Other high frequency patterns	In addition to the Foundation Grammar Specification: ✓ **Multi-verb expressions** • Acabar de + infinitive (as equivalent of 'HAVE just done + verb'). • Passive voice: ser + past participle + por, se + 3rd person singular or plural. • Use of seguir + present participle and llevar + time period + present participle for ongoing actions in the present. • Present tense with desde hace (as equivalent of 'have been + ing for x time'). ✓ **Impersonal verbs** • Listen in the vocabulary list: (parece, basta, falta, hace falta, vale la pena). ✓ **Adjectival phrases** • Adjectives with neuter article lo used as nouns (eg, lo bueno). • Possessive adjectives as post-verbal complement for singular and plural possessors (eg, mío/a/os/as, tuyo, suyo, nuestro, vuestro). • Use of regular superlative adjectives (and irregulars (el mejor, el peor) as listed in the vocabulary list). ✓ **Adverbial phrases** • Use of regular superlative adverb structures (and irregulars as listed in the vocabulary list). ✓ **Prepositions** • Antes de, después de + infinitive • Syntax of prepositions in questions (eg, ¿Con quién hablas?) ✓ **Key stress positions and associated spelling rules (Higher tier only)** • This list specifies key spelling rules determined by the position of stress, which students will need to learn at GCSE. • When reading words aloud in Spanish: • stress any vowel that has a written accent • stress the final syllable in a word, except: • stress the penultimate syllable for any word ending in a vowel, 'n', or 's' (unless there is a written accent). • When transcribing Spanish, only write an accent on the stressed vowel for: • words with stress on a final syllable ending in a vowel, 'n', or 's' • words with stress on penultimate (second to last) syllable for a word ending in a consonant (other than 'n' or 's'). • All words with stress on the antepenultimate (third to last) syllable.