



Year 8			
Term 1: Autumn	Term 2: Spring	Term 3: Summer	Age Related Expectations (ARE)
Free time/hobbies and celebrations Purpose: - To gain knowledge and understanding to be able to talk about what they do in their free time in Spanish including sports and hobbies. - They will also gain cultural knowledge about the Spanish speaking world. - Students will build on the foundations of language learning from Year 7. This unit will give students the confidence to continue expressing themselves in each of the four skills, listening, speaking, reading and writing. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to free time activities such as: - Sports - Hobbies - Likes and dislikes	Food & drink and Healthy living Purpose: - To gain knowledge and understanding to be able to talk about food and drink and healthy living. - They will also gain cultural knowledge about the Spanish speaking world as well as learning transactional language to be able to order in a restaurant. - Students will build on the foundations of language learning from Year 7. This unit will give students the confidence to continue expressing themselves in each of the four skills, listening, speaking, reading and writing. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to food and drink and healthy living such as: - Food and drink items	Music and Festivals Purpose: - To gain knowledge and understanding to be able to talk about music and festivals. - They will also gain cultural knowledge about music artists and festivals in the Spanish speaking world. - Students will build on the foundations of language learning from Year 7. This unit will give students the confidence to continue expressing themselves in each of the four skills, listening, speaking, reading and writing. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to music and festivals such as: - Genres of music - Musical instruments - Likes and dislikes - Different festivals	Vocabulary: Knowing vocabulary from the period of study Phonics: Identifying a range of sounds High-frequency verbs: Knowing commonly used irregular verbs Opinions and adjectives: Giving your point of view and explaining it using adjectives Time frames: Using two time frames Conjunctions: Using a range of connectives



• Weather • Technology • Days of the week • Celebrations Students get exposure to basic grammar structures including: • Simple sentence structure • Regular present tense verbs (jouer) • Irregular present tense verbs (faire) • Adverbs of frequency • Pronouns (1st and 3rd person) • Masculine and feminine • Placement of adjectives • Opinion plus infinitive • Justified opinions	• Different meal times • Booking a table • Ordering food • Dealing with a problem in a restaurant • Healthy living • Giving advice Students get exposure to basic grammar structures including: • Regular present tense verbs (manger) • Irregular present tense verbs (boire) • Justified opinions • Il faut + infinitive • Perfect tense	Students get exposure to basic grammar structures including: • Regular present tense verbs (écouter) • Irregular present tense verbs (boire) • Justified opinions • Perfect tense	
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Year 9			
Term 1: Autumn	Term 2: Spring	Term 3: Summer	Age Related Expectations (ARE)
Unit title: Jobs and Future Aspirations What is the purpose of this unit? The purpose of this unit is to gain knowledge and understanding to be able to talk about jobs and future aspirations in Spanish. They will also gain cultural knowledge about careers related to languages and the importance of language learning. Students will build on the foundations of language learning from year 7 and year 8. This unit will give students the confidence to continue expressing themselves in each of the four skills, listening, speaking, reading and writing. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to jobs and future aspirations such as: - Types of jobs - Places of work - Part-time jobs - Household jobs - School subjects	Unit title: Holidays What is the purpose of this unit? The purpose of this unit is to gain knowledge and understanding to be able to talk about holidays in Spanish. Students will build on the foundations of language learning from year 7 and year 8. This unit will give students the confidence to continue expressing themselves in each of the four skills, listening, speaking, reading and writing. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to holidays such as: - Countries - Modes of transport - Accommodation - Booking a room - Weather	Unit title: TV & Film What is the purpose of this unit? The purpose of this unit is to gain knowledge and understanding to be able to talk about TV & Film in Spanish. They will also gain cultural knowledge about Spanish cinema.. Students will build on the foundations of language learning from year 7 and year 8. This unit will give students the confidence to continue expressing themselves in each of the four skills, listening, speaking, reading and writing. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to TV & Film such as: - Types of TV programmes - Film genres - Cinema - Likes and dislikes - Film review	• Vocabulary: knowing vocabulary from the period of study • Phonics: identifying a range of sounds • High-frequency verbs: knowing commonly used irregular verbs • Opinions and adjectives: giving your point of view and explaining it using adjectives • Time frames: using three time frames • Conjunctions: using a range of connectives



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- The importance of language learning - Likes and dislikes Students get exposure to basic grammar structures including: - The near future tense - The conditional tense - Complex opinion phrases - Modal verbs (deber and poder) - Complex connectives	- Holiday activities - Holiday problems Students get exposure to basic grammar structures including: - The present tense - Preterit tense - The near future tense - Complex opinions	- Arrangements to go out Students get exposure to basic grammar structures including: - The present tense - Preterit tense - The near future tense - The conditional tense - Complex opinions	
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Year 10						
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6	Age Related Expectations (ARE)
Unit title: ¡Diviértete! (Have fun) What is the purpose of this unit? The purpose of this unit is to equip students with the language and skills to talk confidently about their hobbies, digital life, and social activities in Spanish. Through this module, students will learn to describe their use of technology, free-time activities, friendships, and past and future events. The unit also encourages the use of different verb tenses and grammar structures, helping learners develop greater fluency and accuracy in speaking and writing. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to: • Digital life and technology (e.g., mobile phone use, social media, apps) • Free-time and sports activities • Making plans and socialising • Describing weekend activities • Talking about bad experiences or days that went wrong		Unit title: Viajes (Travel) What is the purpose of this unit? The purpose of this unit is to enable students to talk about holidays and travel experiences in Spanish, including destinations, transport, accommodation, and activities. They will also explore cultural aspects of the Spanish-speaking world through festivals, food, and regions like Andalucía. This unit strengthens students' ability to use a range of tenses and compare experiences, enhancing both their linguistic competence and cultural understanding. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to: • Types of holidays and destinations	Unit title: Mi gente, mi mundo (My people, My world) What is the purpose of this unit? The purpose of this unit is to enable students to talk about their identity, friendships, family, and relationships in Spanish. They will develop the ability to describe people physically and emotionally, discuss social media use, give and receive advice, and express opinions on personal and social issues. This unit also supports emotional awareness and inclusion through discussion of diversity and young people's concerns, encouraging meaningful, real-life communication. Overview of the knowledge and skills covered in this unit: Students learn essential	Unit title: Mi estilo de vida (My Lifestyle) What is the purpose of this unit? The purpose of this unit is to help students talk about healthy lifestyles, diet, and personal well-being in Spanish. Students will learn to discuss food habits, health issues, and routines, as well as compare current and past habits. The unit also supports students in forming opinions on health-related issues and making suggestions using appropriate grammar and vocabulary. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to: • Healthy eating and diet • Daily routine and exercise • Illnesses and symptoms • The impact of lifestyle choices • Food and drink from Spanish-speaking countries Grammar structures covered include: • Present tense with reflexive verbs • Past tense (preterite and imperfect) for comparing past and present habits • Future plans with ir + a + infinitive • Modal verbs (deber, tener que, poder) to give advice		Listening & Speaking (AO1 & AO2) • Understand a wider range of authentic spoken Spanish, including asking and answering unexpected questions fluently and with minimal support, and responding to opinions or unfamiliar contexts • Speak spontaneously in role-plays, photo tasks, and conversations on Modules 1-4 themes. Use different tenses and structures accurately to justify opinions and narrate experiences. • Use strategies to maintain communication: rephrasing, repair language, ask for clarification Reading (AO3) • Understand authentic written texts (emails, magazine extracts, social



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Grammar structures covered include: - Regular and irregular present tense verbs (e.g., jugar, hacer, ver) - Opinion verbs with infinitives (e.g., me gusta hacer deporte) - Near future tense (e.g., voy a salir con mis amigos) - Preterite tense: regular and irregular forms (e.g., fui, hice, vi) - Use of direct object pronouns (lo, la, los, las) - Adjectival agreement	- Travel plans, transport, and accommodation - Holiday activities and experiences - Festivals in Spanish-speaking countries - Weather, places, and cultural landmarks Grammar structures covered include: - Use of me gusta(n) and me gustaría + infinitive - Se puede(n) + infinitive (impersonal structures) - Comparatives and superlatives (e.g., más... que, el más interesante) - Acabar de + infinitive - Imperfect tense to describe past settings and accommodation - Preterite tense for completed past actions - Near future tense for upcoming plans - Soler + infinitive for habitual actions - Use of lo + adjective (e.g., lo mejor, lo peor)	vocabulary related to: - Family members and descriptions - Friendships and relationships - Physical appearance and personality - Identity, values, and social issues - Social media and online habits - Problems faced by young people and giving advice Grammar structures covered include: - Possessive adjectives (e.g., mi, tu, su) - Present continuous tense (e.g., está hablando) - Ser for descriptions and estar for location and mood - Reflexive verbs for relationships (e.g., llevarse bien, pelearse) - Desde hace + present tense (e.g., soy amigo de Ana desde hace tres años) - Personal a with direct objects - Para + infinitive (e.g., uso Instagram para comunicarme) - Modal verbs deberías / podrías + infinitive to give advice Use of negatives (e.g., no... nada, tampoco, nunca)	- Ser and estar for descriptions and feelings - Use of impersonal expressions	media, festival info) within Modules 1-4 vocabulary and structures. - Translate short sentences and longer passages from Spanish into English and vice versa, showing accurate grammar and meaning Writing (AO4) - Write short responses (40-50 words) and longer passages (80-90+ words) on Module topics, using a mixture of tenses (present, preterite, near future, imperfect) accurately. - Include opinions, reasons, sequencing, comparatives/superlatives, and reflexive/modal structures, showing variety and developing ideas
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Year 11					
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Unit title: ¡A clase! (School Life) What is the purpose of this unit? The purpose of this unit is to equip students with the vocabulary and grammar needed to describe their school life and educational experiences. They will be able to talk about school subjects, facilities, teachers, rules, and future educational aspirations. This unit also helps students' express opinions and compare education systems. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to: • School subjects and timetables • Opinions on teachers and lessons • School rules and uniform • School facilities and activities • Plans and hopes for the future Grammar structures covered	Unit title: Mi barrio y yo (My Neighbourhood and Me) What is the purpose of this unit? The purpose of this unit is to develop students' ability to describe their local area, types of housing, and community life. They will also be able to express preferences, compare places, and discuss changes over time. Students will explore both their own and Spanish-speaking communities, encouraging cultural awareness and reflection on urban versus rural life. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to: • Places in town and types of housing • Advantages and disadvantages of different areas • Shops, services, and community spaces • Local events and leisure activities • Environmental and social issues affecting towns Grammar structures covered	Unit title: Un mundo mejor para todos (A Better World for All) What is the purpose of this unit? The purpose of this unit is to develop students' ability to discuss global and social issues in Spanish, including the environment, sustainability, natural disasters, and social responsibility. This unit encourages critical thinking and emotional engagement, while providing the linguistic tools to express complex opinions and talk about future plans and hypothetical situations. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to: • The environment and sustainability • Pollution, recycling, energy use, and transport • Social issues like poverty, homelessness, discrimination • Natural disasters and climate change • Future hopes and global responsibility Grammar structures covered	Unit title: El futuro te espera (The Future Awaits You) What is the purpose of this unit? The purpose of this unit is to enable students to discuss future plans, dreams, and career paths. They will explore education and work-related vocabulary, talk about job preferences, and consider how languages can be useful in future opportunities. This unit supports students in setting personal goals while building confidence using a range of future-focused structures. Overview of the knowledge and skills covered in this unit: Students learn essential vocabulary related to: • Jobs and careers • Ambitions and hopes for the future • Advantages and disadvantages of different professions • The value of learning languages • Future study and travel plans Grammar structures covered	Unit title: Revision and Exam Practice What is the purpose of this unit? The purpose of this unit is to consolidate all previously learned content and prepare students for their final GCSE Spanish exams. This unit focuses on revision of key topics, grammar, vocabulary, and exam techniques across the four language skills: Listening, Speaking, Reading, and Writing. Students will develop exam confidence by practising past papers, mock assessments, timed tasks, and role-play scenarios. Emphasis is placed on applying language in exam conditions, improving accuracy, and building resilience under pressure. Overview of the knowledge and skills covered in this unit: Students revise essential vocabulary and topics from Modules 1–8, including: • Identity and culture: digital life, free time, family and friends • Local area, holiday, and travel • School and future aspirations • Global and social issues • Lifestyle, food, and health	No longer in.



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include: • Comparatives and superlatives to compare subjects or schools • Lo bueno / lo malo to evaluate school experiences • Conditional tense to express hypothetical changes • Future tense for plans and aspirations • Use of tener que and se debe for school rules • Negative structures (e.g., no se puede, nunca, nadie)	include: • Use of hay / había / habrá to describe places over time • Present and imperfect tenses for comparison • Conditional and future tenses for expressing wishes and predictions • Se puede(n) + infinitive for things to do in town • Estar situado/a and queda to describe location	include: • Present and future tenses to describe actions and solutions • Hay que and se debe + infinitive for giving advice or recommendations • Use of si clauses with the present and future tense • Conditional tense to describe possible improvements or consequences • Irregular future tense verbs (haré, tendré, podré, etc.)	include: • Future tense: regular and irregular verbs • Conditional tense to express dreams and hypothetical scenarios • Use of gustaría / encantaría / interesaría + infinitive • Para + infinitive to express purpose (e.g., estudio para ser médica) • Complex opinion structures (creo que sería, pienso que me gustaría)	• Work, career, and ambitions Grammar revision includes: • All key tenses: present, preterite, imperfect, near future, simple future, conditional • Verb paradigms: regular and irregular, reflexive, modal, and impersonal verbs • Agreement rules: adjectives, nouns, and verbs • Opinion structures with infinitives and complex sentences • Comparatives, superlatives, pronouns, connectives, and negatives	
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