



Modern Foreign Languages Curriculum Map

Intent:

The curriculum has been designed to empower children with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness. The curriculum aims to support students to learn about peace, forgiveness, love and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

Faith-inspired: learning from the wisdom of religion

Our students explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support students to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

Virtues-led: nurturing compassionate, responsible human beings

We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our students, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable students to understand their choices in order to help lead better lives. Our students become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Students learn to experience faith through lived out through righteous living in thought, action and deed.

Aspiring for Excellence: in all that we do.

Our students and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Students gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and

confident people. Knowledge-rich, skills based and Faith-inspired, the Curriculum at Nishkam School West London is delivered through three **Golden Threads** that are unique to our ethos and virtues:

1	Love and forgiveness vs. Enmity and Hate
2	Peace and Collaboration vs. Conflict and War
3	Trust in God

Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and Schemes of Learning documents.

The MFL curriculum provides students with the tools to learn a new language, through which they can express their own faiths and ideas, as well as those of others. Students are introduced to the religious festivals and customs of the Spanish-speaking world, and provided with the linguistic tools they need to learn to speak about their own. By default, learning about other peoples and cultures gives our students a more profound understanding of who we are as a human collective, which deepens their sense of humility and aids them in their own quest for religious wisdom. The Nishkam virtues seep into every aspect of our MFL Curriculum. Throughout KS2, KS3 and KS4, students are presented with topics that aim to nurture the more personal virtues (contemplation, for example, when learning to talk about their present selves in Year 7), the interpersonal (respect, for example, when learning about relationships, marriage and partnerships), and the virtues that will help set our students up for their futures as global citizens (self-discipline, for example, when learning about jobs and future ambitions). Finally, this comes together in a highly academic MFL curriculum, as we encourage our students to aspire for academic excellence, leaving Year 11 with a secure linguistic, grammatical and practical understanding of the language that will enable them to continue learning other languages. Our curriculum intent is ultimately to inspire an awe in students for the wonders of language and cultural identity across the globe.

Implementation:

Our Modern Foreign Languages curriculum has been designed to progressively develop skills in Spanish.

In the Primary phase, our Spanish lessons follow the Primary Languages Network scheme. The curriculum offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. The various themes covered in the curriculum introduce the culture of Spanish-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world. A linear curriculum has been chosen to allow opportunity for students to gradually build on their skills. The curriculum enables students to express their ideas and thoughts in Spanish and provides opportunities to interact and communicate with others both in speech and in writing.

At the heart of the Spanish curriculum is the desire to expose students to authentic Spanish, so the sequence of lessons offer regular opportunities to listen to native speakers. In Lower KS2, students acquire basic skills and understanding of Spanish with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy. Throughout our Spanish scheme of learning, we intend to inspire students to develop a love of languages and to expand their horizons to other countries, cultures and

people. We aim to help students grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies in the secondary phase.

In the Secondary phase, the curriculum throughout KS3 & KS4 is based around four key elements: vocabulary, grammar, phonics and skills. The vocabulary taught at the beginning of KS3 is focuses on the individual, aiming to encourage personal contemplation in Nishkam students, as they begin learning Spanish in the context of considering who they are, what they like doing, and what is in their immediate surroundings (their family, for example). By the end of KS4, students have acquired vocabulary to be applied in more conceptual and less tangible contexts, such as social issues like climate change and healthy lifestyles. The acquisition of topics is ordered in a way that supports this build-up of vocabulary from personal to conceptual.

The acquisition of grammar from KS3 to KS4 also supports this acquisition of vocabulary. As the topics become more conceptual, students are provided with the more complex grammatical tools they will need to present hypothetical ideas, such as the conditional tense and the subjunctive modes, allowing them to develop their sense of creativity and thinking outside the box. To ensure the acquisition of grammatical skills becomes habitual and efficient, from the start of Key Stage 3 students are introduced to the entire list of verb forms each time a new verb is introduced and this continues throughout KS3 and KS4. This provides students with a secure foundation of how to learn grammar and should act as a stepping stone for learning future languages. Phonics plays a key role in our KS3 curriculum, and over the course of KS3 and KS4, students' skills are developed from simple starting points to ensure that by the time students are talking about the more complex topics, they are confident enough to identify the steps they need to take to close their individual learning gaps.

Curriculum Overview

Key Stage 2

Autumn 1 (Half term 1)

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
A new start (Greetings, feelings, numbers, colours)	Welcome to school (Recap core language, rooms in a school, classroom objects)	Me and my friends at school (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	This is me! (Personal info recap, adjectives to describe personality and appearance, aspirations and professions)
Grammar: Intonation when asking a question	Grammar: Masculine and feminine singular nouns	Grammar: Conjunctions Extended sentences Verbs of opinion – 1st/2nd person singular Begin to explore 3rd person singular Use of verb to be - estar -with feelings	Grammar: Conjunctions; Extended sentences; Verbs of opinion – 1st/2nd person singular; Time phrases – for o'clock time; 1st /2nd person singular questions and answers about daily routine
Skills: Speak confidently; Identify key sounds; Ask question with intonation; Read some familiar target language words; Copywrite familiar target language words	Skills: Speak confidently (words, phrases, sentences); Identify key sounds and silent letters. Memory skills to aid; comprehension; Identify language patterns; Ask question with correct	Skills: Speak confidently (words, phrases, sentences); Identify key sounds and silent letters; Memory skills to aid comprehension; Identify language patterns; Identify word roots across	Skills: Speak confidently (words, phrases, sentences); Identify key sounds and silent letters; Memory skills to aid comprehension; Identify language patterns; Continue to develop word

	intonation; Read some familiar and unfamiliar target language words; Write familiar target language words from memory	languages; Develop reading aloud skills; Develop comprehension skills and strategies; Develop speaking and writing skills; Continue to develop word reference tools skills; Ways to explore sentence structure; Write simple extended sentences using a model.	reference tools skills; Practise new language with a partner; Ask and answer questions with accurate sentence form and intonation; Write simple extended sentences using a model.
Autumn 2 (Half term 2)			
Year 3	Year 4	Year 5	Year 6
Calendar and celebrations (Bonfire colours, days and months, the date, Christmas)	My town, your town (Commands, shops, asking and giving directions)	Time in the city (Spanish city, buying a ticket, directions, descriptions, shopping for souvenirs, festive jumper)	Homes and houses (Rooms in a house, furniture, describe rooms, castles and castle story and game, elf on shelf)
Grammar: Intonation when asking a question	Grammar: Classify masculine and feminine singular nouns.	Grammar: Write simple present tense descriptive sentences using nouns and adjectives.	Grammar: Consolidate: adjectives of colour and size- agreement and position with nouns; Consolidate – singular and plural nouns; Prepositions of place
Skills: Speak confidently; Identify key sounds; Ask question with intonation; Take risks/positive attitude; Listen attentively; Make educated guesses; Make links with other languages.	Skills: Speak confidently (words, phrases, sentences); Identify key sounds/silent letters; Take risks/positive attitude; Listen attentively; Make educated guesses; Recall previously learnt language	Skills: Speak confidently (words, phrases, sentences); Listen attentively; Make educated guesses; Recall previously learnt language; Practise language with a friend; Games to aid memory; Use bilingual dictionaries to check spelling and meanings	Skills: Speak confidently (words, phrases, sentences); Listen attentively; Make educated guesses; Recall previously learnt language; Practise language with a friend; Games to aid memory; Use bilingual dictionaries to check spelling and meaning
Spring 1 (Half term 3)			
Year 3	Year 4	Year 5	Year 6
Animals (Animal nouns, singular and plural, opinions, story)	Alien faces and family (Epiphany, family members, personal info, face parts and numbers)	At the market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	Sports (Sport nouns, opinions, verb to play, sports descriptions)
Grammar: Identify a noun; Aware of plural nouns; Nouns using indefinite article "a" (un/una).	Grammar: Practise masculine and feminine nouns; singular and plural; Explore plural nouns with adjectives in Spanish; Practise/use first person singular of verbs to have and to be (ser); Practise asking a question.	Grammar: Consolidate understanding of masculine and feminine nouns, singular and plural; Commands; Practise question words and forming a question in Spanish	Grammar: Identify cognates and semi-cognates; Use of jugar and hacer with sports; Regular present tense conjugation of verb: jugar; Sentences to express likes, dislikes preference with conjunctions and opinions
Skills:	Skills:	Skills:	Skills:

Speak confidently (words and phrases); Imitate pronunciation; Ask a question accurately; Listen attentively; Actions to aid memory; Make links with English and home languages; Practise with a friend; Write simple sentences using a model	Speak confidently (words, phrases and sentences); Explore how to use a bilingual dictionary Imitate pronunciation; Make educated guesses using context; Actions and games to aid memory; Recall and use previously learnt language; Take risks and learn from mistakes; Understand basic grammar; Identify sounds and silent letters; Practise with a friend; Write simple sentences using a model	Speak confidently (words, phrases and sentences); Explore how to use a bilingual dictionary; Imitate pronunciation; Make educated guesses using context; Actions and games to aid memory; Recall and use previously learnt language; Take risks and learn from mistakes; Identify sounds and silent letters; Practise with a friend; Write simple sentences using a model.	Speak confidently (words, phrases and sentences); Explore how to use a bilingual dictionary; Imitate pronunciation; Make educated guesses using context; Actions and games to aid memory; Recall and use previously learnt language; Take risks and learn from mistakes; Make links between English/home languages and Spanish; Practise with a friend; Write simple sentences using a model.
Spring 2 (Half term 4)			
Year 3	Year 4	Year 5	Year 6
Carnival and numbers (Carnival, numbers to 20, core language recap, age, commands, Easter)	Moving our bodies (Face and body parts nouns and commands, yoga with body parts, alien creation)	Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	My best day ever (Time, activities during the day, funfair rides and opinions)
Grammar: Intonation when asking a question; Forming a question in Spanish; Forming the date in Spanish	Grammar: Practise Spanish verbs as commands; Explore use of plural nouns; Explore use of singular nouns; Practise using colours as adjectives with nouns in Spanish	Grammar: Consolidate understanding of masc/fem nouns in Spanish; Consolidate position and agreement of familiar adjectives with nouns in Spanish; Question words; Present tense conjugation of the verb "to wear" in Spanish (llevar)	Grammar: Identifying cognates/semi cognates; Consolidate use of adjectives with nouns in Spanish; Conjunctions to extend sentences
Skills: Speak confidently (words and phrases); Actions to aid memory; Recall and use prior learning; Ask a question accurately; Listen attentively; Positive attitude; Take risks; Imitate pronunciation; Make links with English and home languages	Skills: Speak confidently (words and phrases); Imitate the pronunciation of sounds; Use a bilingual dictionary to check spellings or look up new words; Make educated guesses of context; Actions/games to aid memory; Recall and use prior learning; Positive attitude; Take risks and learn from mistakes; Imitate pronunciation	Skills: Speak confidently (words and phrases); Identify key sounds and silent letters; Use a bilingual dictionary to check spellings or look up new words; Actions/games to aid memory; Recall and use prior learning; Take risks and learn from mistakes	Skills: Speak confidently (words and phrases); Identify key sounds and silent letters; Use a bilingual dictionary to check spellings or look up new words; Actions/games to aid memory; Recall and use prior learning; Take risks and learn from mistakes; Positive attitude to language
Summer 1 (Half term 5)			
Year 3	Year 4	Year 5	Year 6
The Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)	At the doctors and jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	Out of this world (ID cards, personal info conversations, adjectives and planet descriptions, prior learning recall, planet creations poster)	Tapas culture (Typical Spanish tapas, opinions, ordering politely, menus, café conversation)

Grammar: Polite requests; Singular and plural nouns	Grammar: Revisit intonation when asking a question; Using adjectives to describe a noun in Spanish	Grammar: Consolidate understanding of masc/fem nouns in Spanish; Consolidate position and agreement of familiar adjectives with nouns in Spanish; Question words; Use of verb "to be" in present tense descriptions; Conjunctions to extend sentences	Grammar: Consolidate understanding of how to use verbs to express likes and dislikes; Revisiting and extending polite requests and transactions; Opinions to express like/dislike
Skills: Speak confidently (words and phrases); Actions/games to aid memory; Recall and use prior learning Ask a question accurately; Listen attentively; Positive attitude; Take risks; Imitate pronunciation; Make links with English and home languages; Write simple sentences using a model	Skills: Speak confidently (words and phrases); Actions/games to aid memory; Recall and use prior learning; Ask a question accurately; Listen attentively; Positive attitude; Take risks and learn from mistakes; Make links with English and home languages	Skills: Speak confidently (words and phrases); Actions/games to aid memory; Recall and use prior learning; Ask a question accurately; Listen attentively; Take risks and learn from mistakes; Make links with English and home languages; Write simple sentences using a model.	Skills: Speak confidently (words and phrases); Actions/games to aid memory; Recall and use prior learning; Ask a question accurately; Listen attentively; Take risks and learn from mistakes; Make links with English and home languages.
Summer 2 (Half term 6)			
Year 3	Year 4	Year 5	Year 6
Going on a picnic and where I live (Picnic story, food items, polite request, explore Spain, ask and answer 'where do you live?', simple conversation)	Summertime (Weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay)	Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach)	Let's Celebrate! (Read/Hear all about it! Language recall, personal information, family, favourites)
Grammar: Polite requests Singular and plural nouns; Asking a question accurately	Grammar: Can ask for an item politely; Asking a question accurately	Grammar: Consolidate position/agreement of adjectives with nouns in Spanish; Explore and understand sentence structure in Spanish: nouns, verbs, adjectives, personal pronouns; Conjunctions; Explore use of modal verb + infinitive for persuasive sentences	Grammar: Consolidate understanding of how to use verbs to express likes and dislikes; Revisiting and extending polite requests and transactions; Opinions to express like/dislike; Building sentences and short texts with present tense verbs/ nouns, adjectives and conjunctions
Skills: Speak confidently (words and phrases); Actions/games to aid memory; Recall and use prior learning; Ask a question accurately; Listen attentively; Positive attitude; Take risks; Imitate pronunciation; Make links with English and home languages; Write simple sentences using a model	Skills: Speak confidently (words and phrases); Actions/games to aid memory; Recall and use prior learning; Ask a question accurately; Listen attentively; Positive attitude; Take risks; Imitate pronunciation; Make links with English and home languages; Write simple sentences using a mode	Skills: Speak confidently (words and phrases); Actions/games to aid memory; Identify key sounds and silent letters; Take risks; Games and actions to aid memory; Use a bilingual dictionary to check spellings or look up new words; Write simple extended sentences using a model.	Skills: Speak confidently (words and phrases); Actions/games to aid memory; Identify key sounds and silent letters; Recall and use prior learning; Take risks; Games and actions to aid memory; Use a bilingual dictionary to check spellings or look up new words; Write simple extended sentences using a model.

Autumn 1 (Half term 1)

Year 7	Year 8	Year 9	Year 10	Year 11 (2025-2026 only)
Topics: Alphabet recap; free time; friends and family; weather	Topics: Free time activities, TV & cinema, birthday celebrations	Topics: AQA Theme 3 - Communication & the world around us > Topic 1: Travel & tourism, inc. places of interest; Theme 2 -Popular culture > Topic 2 - Customs, festivals & celebrations	Topics: AQA Theme 1 - People & lifestyle > Topic 2 - Healthy living & lifestyle; Theme 1 - People & lifestyle > Topic 1 - Identity / Theme 2 - Popular culture > Topic 2 - Customs... / Theme 3 - Communication and the world around - ...where people live	Topics: AQA Theme 1 - People & lifestyle > Topic 2 - Healthy living & lifestyle; Theme 1 - People & lifestyle > Topic 1 - Identity / Theme 2 - Popular culture > Topic 2 - Customs... / Theme 3 - Communication and the world around - ...where people live
Grammar: Regular present tense (and irregulars "to be"; "to have"; "to do"; "to play"); "when + present tense" clauses; adjectival agreement; articles	Grammar: Back-to-front verbs with indirect object pronoun in the present tense (e.g. "I like") with all persons; irregular present tense verbs, "to be able to", "to watch"; "to usually"; "to go out"; irregular preterit tense verbs, "to have"; "to do"; "to be able to"	Grammar: Present continuous; Imperfect past tense "it was", "there was", "it had"; differences between the preterit and imperfect past tenses	Grammar: Stem-changing verbs in the present tense: "to eat lunch" and "to have a snack"; reflexive verbs in the present tense: "to keep fit"; "to wake up"; irregular preterit tense verbs inc. "to put"; "to say"; "to give"; "to be able to"; "to have" "-gar" and "-car" verbs	Grammar: Stem-changing verbs in the present tense: "to eat lunch" and "to have a snack"; reflexive verbs in the present tense: "to keep fit"; "to wake up"; irregular preterit tense verbs inc. "to put"; "to say"; "to give"; "to be able to"; "to have" "-gar" and "-car" verbs
Skills: Writing short sentences; describing a scene; phonics (transcription & dictation); basic grammar & conversation	Skills: Extending sentences using more advanced connectives	Skills: Narrating an event using the past tenses accurately; GCSE Speaking: Photocard; GCSE Writing: 25-marker (using relative pronouns)	Skills: GCSE Reading; GCSE Speaking: Roleplay; GCSE Listening: Transcription	Skills: GCSE Reading; GCSE Speaking: Roleplay; GCSE Listening: Transcription

Autumn 2 (Half term 2)

Year 7	Year 8	Year 9	Year 10	Year 11
Topics: Describing people recap; my bedroom; my home; my town	Topics: Food & drink; eating out & ordering food; healthy eating; in the restaurant	Topics: AQA Theme 1 - People & lifestyle > Topic 3 – Education (inc. primary school, school rules etc.)	Topics: AQA Theme 1 – People & lifestyle > Topic 3: Work	Topics: AQA Theme 1 – People & lifestyle > Topic 3: Work
Grammar: "there is/are"; "to be (located)"; immediate future tense; prepositions of location	Grammar: Back-to-front verbs – why they do it; negative words & negation, "you" formal	Grammar: Full imperfect tense (inc. the 3 irregular verbs); irregular conditional tense; comparative with a range of tenses; modal verbs	Grammar: Simple future tense; present subjunctive mode	Grammar: Simple future tense; present subjunctive mode
Skills: Writing a short text using one tense; phonics (transcription & dictation); basic grammar & conversation; listening comprehension	Skills: Formal dialogue in a restaurant environment	Skills: Discussing advantages & disadvantages and forming a balanced argument in Spanish	Skills: GCSE Listening; GCSE Speaking: Reading aloud; GCSE Writing: Translation (coached practiced)	Skills: GCSE Listening; GCSE Speaking: Reading aloud; GCSE Writing & Reading : Translation (coached practiced)

Spring 1 (Half term 3)				
Year 7	Year 8	Year 9	Year 10	Year 11
Topics: Holidays (past& future); La boquería (at the market); traditional cuisine in Spain; popular Spanish tourist destinations	Topics: Keeping fit; daily routine; illness; at the doctor	Topics: AQA Theme 1 - People & lifestyle > Topic 3 – Education (inc. bullying, university, apprenticeships)	Topics: AQA Theme 1 - People & lifestyle > Topic 2 - Healthy living & lifestyle; Theme 3 - Communication and the world around - .Topic 3 > Environment & where people live	Topics: AQA Theme 1 - People & lifestyle > Topic 2 - Healthy living & lifestyle; Theme 3 - Communication and the world around - .Topic 3 > Environment & where people live
Grammar: Regular preterit tense (and irregulars "to go"; "to be(located)"; "to do")	Grammar: "one must + infinitive"; reflexive verbs in the present tense; "it hurts me" structure	Grammar: Direct object pronouns; radical-changing verbs; inc. "doler" (to hurt); reflexive verbs in the present tense "se debe" + infinitive ("one must...")	Grammar: Present subjunctive mode with the simple future tense (recognition only); imperfect subjunctive mode with conditional tense (recognition only); past perfect tense	Grammar: Present subjunctive mode with the simple future tense (recognition only); imperfect subjunctive mode with conditional tense (recognition only); past perfect tense
Skills: Application of grammar to extended written and spoken texts; reading comprehension	Skills: Asking for help (speaking)	Skills: Speaking: Presenting to class a facfile about a university in the Spanish-speaking world; GCSE Writing: 15-marker	Skills: GCSE Speaking: General conversation; GCSE Writing 25-markers (coached practice)	Skills: GCSE Speaking: Complete paper practice GCSE Listening: Complete paper practice
Spring 2 (Half term 4)				
Year 7	Year 8	Year 9	Year 10	Year 11
Topics: School subjects; school facilities; life at school	Topics: Jobs; careers	Topics: AQA Theme 3 - Community & the world around us > Topic 2 - Media & technology (inc. social media, artificial intelligence & fake news)	Topics: AQA Theme 1 – People & lifestyle - Topic 1 > Identity & relationships with others	Topics: AQA Theme 1 – People & lifestyle - Topic 1 > Identity & relationships with others
Grammar: Recap of word order, adjectival agreement and articles	Grammar: "to have to + infinitive" in the present, preterit and immediate future tense	Grammar: "For" vs "by" ("para" vs "por"); "the good/bad/fun etc. thing is" structures; "it is (está)+ past participle"	Grammar: Reflexive verbs in all tenses; "for (time period) (desde hace)" + present & past imperfect tense	Grammar: Reflexive verbs in all tenses; "for (time period) (desde hace)" + present & past imperfect tense
Skills: Application of all tenses in extended written texts and conversation; reading & listening comprehension (with focus on identifying tense)	Skills: Building more complex sentences in spoken and written text using strings of verbs	Skills: Speaking: Formal debate	Skills: GCSE Speaking – Complete paper practice	Skills: GCSE Reading / Listening / Speaking – Complete paper practice
Summer 1 (Half term 5)				

Year 7	Year 8	Year 9	Year 10	Year 11
Topics: Making plans; shopping and transactions (prices); clothes	Topics: Environment; protecting the environment; improving my local area	Topics: AQA Theme 2 - Popular culture > Topic 1 - Free time activities	Topics: AQA Theme 2 - Popular culture > Topic 1 - Free time activities (TV & Cinema); Theme 3 - Community & the world around us > Topic 2 - Media	Topics: Mixed themes
Grammar: Demonstrative adjectives; currency; question words; "I would like + infinitive" & other "I would" structures	Grammar: "one should" + infinitive; "in order to" subordinate clauses; regular conditional tense; "if I could + infinitive" clauses with the conditional tense	Grammar: Past perfect tense with regular and irregular past participles	Grammar: Direct object pronouns	Grammar: Memorisation of backup structures and key verbs
Skills: Transaction-based dialogue; application of grammar in extended written text and dialogue; reading & listening comprehension	Skills: GCSE Speaking; Photocard	Skills: Writing and presenting an effective sports commentary; GCSE Writing: 25-marker (with back-up structures)	Skills: All skills	Skills: GCSE Writing / Reading / Listening – Complete paper practice

Summer 2 (Half term 6)

Year 7	Year 8	Year 9	Year 10
Topics: Ordering food in the cafe; The Day of the Dead (through the Coco film project)	Topics: Ordering food in the cafe; The Day of the Dead (through the Coco film project) (2025-2026 only)	Topics: Frida Kahlo; Pre-Hispanic places of interest inc. Macchu Picchu; Spanish places of interest; Spanish places of interest inc. El Alhambra/El Alcázar; Spanish-speaking country case study	Topics: Journey through Latin America (all themes and topics incorporated)
Grammar: Common radical-changing verb, "to want"	Grammar: Common radical-changing verb, "to want"	Grammar: Application and interpretation of all grammar acquired so far	Grammar: Application and interpretation of all grammar acquired so far
Skills: Interpretation of visual and verbal context through film	Skills: Interpretation of visual and verbal context through film	Skills: Mixed skills	Skills: All skills

Year 6 to 7 Transition

Phonics is a predominant part of Primary teaching and learning, and of course one of the building blocks in the foundations of learning any language. We know our students are accustomed to learning phonics from a young age, so we introduce listening and speaking skills throughout KS2 which then progresses into Year 7 through the inclusion of phonics as a core part of our KS3 curriculum. This eases Year 6 students into the high academic expectations of the KS3 Spanish curriculum, as it appropriately scaffolds listening and speaking skills into the recognition and production of separate sounds, a learning technique that our Primary students are confident using.

Through their time in KS2, Nishkam students will have practiced key skills learnt and developed a solid understanding of knowledge linked to Spanish which they will build upon during KS3. The transferring of these skills from KS2 to KS3 will help to establish underlying communication skills, which will enable them to build the base of learning for any language. By providing our students with the opportunity to learn about cultures from a wide range of the 30+ countries that make up the Spanish-speaking world, they will develop the passion to continue building their language résumé, as their awe for learning about the different parts of the world increases. Spanish teachers from the Secondary phase regularly teach year 6 (once every two weeks) which contributes to an exciting culture of language-learning and Primary & Secondary.

Enrichment Opportunities:

Throughout each unit in KS2 students are given opportunities to deepen their understanding of the application of language skills to everyday life, through role play and interactions with native speakers. Students have opportunities to practice their listening skills in Spanish by engaging with songs and films in Spanish, which is a continuation of learning rhymes in Spanish. Students also gain a good understanding of the Spanish culture and the nuances that are synonymous with this for example regional dialects, informal and formal models of language and spoken language etiquette.

In the Summer term of each year in KS3 & KS4, students are given the opportunity to enrich their cultural, historical and practical skills through the inclusion of projects involving film and other authentic resources. Accompanying these are concrete and well-organised objectives which are achieved through watching clips, alongside completing planned activities in the projects we design. This fosters a keen interest in the different areas of the Spanish-speaking world in our students thus inspiring them for future learning. Authentic resources are a regular and key element of the complete curriculum, giving students an opportunity to build on their understanding of history and culture, and acting as a crucial tool in the development of our students' language skills. KS3 students can take part in the Spanish Spelling Bee club every week, which culminates in a KS3 school-wide competition twice a year; and with Year 7 given the opportunity to take part in the [National Spanish Spelling Bee](#) (of which the finals take place at Cambridge University). KS4 students can attend our Latin American & Spanish film club once a week, allowing them to engage with a cross-curricular approach to language learning.

Students from both KS3 & KS4 also can take part in the [GCHQ National Language Competition](#) in November. This gives students insight into the world of national intelligence and homeland security, as students use their skills as language-learners and mathematicians to decipher codes and interpret intel in fictional scenarios to protect the country from threats to National Security. This opens students' eyes to an exciting career that linguists can choose.

Impact:

Evidence of work will show the range of new concepts and vocabulary explored in lessons, links across the curriculum and work pitched to support and challenge a range of abilities and starting points. Formative assessment is an integral part of our approach to Teaching and Learning.

In the Primary phase, teachers use the progression overviews to assess student's progress, identify gaps and plan next steps.

In the Secondary phase, over the course of their study, students are assessed formatively using a range of techniques, which ensures all knowledge is retained and any gaps are identified. This informs teachers' planning so that these gaps are addressed promptly in lessons. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing students to be able to apply their knowledge to a wide variety of contexts.

Students sit vocabulary tests every week (which assesses student's retrieval of vocabulary set as homework) and those students who do require support are invited to lunchtime intervention each week. Students also sit a summative assessment every full term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post-assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers), and each Curriculum Leader is given a report outlining the areas of strength and weakness. Curriculum Leaders use this information to inform future planning, support with additional interventions and set changes.

Students in Year 7 & Year 8 Spanish are given "Checkpoint tests". These are quick, teacher-marked tests which monitor the basic vocabulary, grammar and phonics retention in students' long-term memory. These tests are accumulative, and the same grammar is tested each half term with additional concepts. From Autumn 2 in Year 7, they also complete one piece of extended written work every half term through which teachers can assess the impact of student learning through their application of the key grammar points in their own contexts. Students in KS4 complete teacher-marked pieces of work every half term to monitor the same impact and alter Schemes of Learning where necessary to address learning gaps identified. Data for all the above is collected on the MFL tracker, where we can monitor individual student progress and act appropriately.