



MFL curriculum overview KS3

Topic	1. Mi vida (Self, siblings and pets)	2. Mi familia y mis amigos (Family and friends)	3. Mi insti (School)
Length of topic (in weeks)	15 weeks – September - December	11 weeks – January - March	12 weeks – April - July
Links to National Curriculum	- Use tenses (present tense), - Use and manipulate key grammatical structures, - Use accurate grammar, spelling and punctuation, - Listen to a variety of forms of spoken language, - Read and show comprehension, - Write prose with an increasingly wide range of grammar and vocabulary.	- Use tenses (present tense), - Use and manipulate key grammatical structures, - Use accurate grammar, spelling and punctuation, - Listen to a variety of forms of spoken language, - Read and show comprehension, - Write prose with an increasingly wide range of grammar and vocabulary.	- Use tenses (present/near future tense), - Use and manipulate key grammatical structures, - Use accurate grammar, spelling and punctuation, - Listen to a variety of forms of spoken language, - Read and show comprehension, - Write prose with an increasingly wide range of grammar and vocabulary.
Assessment Task(s)	To demonstrate understanding of a text through listening and reading and to present a text of own through speaking and writing on the topic of describing self, siblings and pets.	To demonstrate understanding of a text through listening and reading and to present a text of own through speaking and writing on the topic of family and friends.	To demonstrate understanding of a text through listening and reading and to present a text of own through speaking and writing on the topic of school.
Key Knowledge	Introducing yourself (2 weeks); Talking about your personality (2 weeks); Talking about age, brothers and sisters (2 weeks); Saying when your birthday is (2 weeks); Numbers and alphabet (2 weeks); Talking about pets; (2 weeks) – taught in years 3 and 4 Writing a text / presentation on self (2 weeks). Grammar Gender of nouns; Adjectival agreement; The present tense of the verb <i>ser</i>; Making verbs negative; Present tense of the verb <i>tener</i>; Definite and indefinite article.	Describing your family (2 weeks); Describing your hair and eye colour (2 weeks); Saying what other people look like (2 weeks); Describing where you live (2 weeks) – taught in years 4 and 6; Carnival in Cadiz and using a bi-lingual dictionary (1 week); Writing a text / presentation on family and where you live (2 weeks). Grammar Possessive adjectives (my, your, his, her); Adjectival agreement; The present tense of the verb <i>tener</i>; The present tense of the verb <i>ser</i>; The present tense of the verb <i>estar</i>.	Saying what subjects you study (2 weeks); Giving opinions about school (2 weeks); Describing your school (2 weeks); Talking about break time (present tense) (1 week); Talking about break time (near future) (1 week); Understanding details about school (2 weeks); Writing a text / presentation on your school. (2 weeks) Grammar <i>Me gusta / Me gustan</i>; Adjectives (masculine, feminine, singular and plural); Definite and indefinite articles; Present tense of regular AR, ER and IR verbs – taught in year 5; The near future; Using two tenses together; Conditional future – <i>Me gustaría</i> + infinitive.
Key Skills	Communicating; seeing patterns; working with others; using language in different contexts.	Communicating; seeing patterns; working with others; using language in different contexts.	Communicating; seeing patterns; working with others; using language in different contexts.
Enrichment opportunities	EDL assembly (on or around 28 September), standalone lesson on the importance of language learning and where language can take you. Trip to Manchester Airport. Barcelona trip. Half-termly careers sessions.		

MFL curriculum overview – Year 8 (KS3)

Topic	1. Mi tiempo libre (Free time)	2. Mi ciudad (Town)	3. Mis vacaciones (Holidays)
Length of topic (in weeks)	15 weeks – September - December	11 weeks – January - March	12 weeks – April - July
Links to National Curriculum	- Use tenses (present and future tenses), - Use and manipulate key grammatical structures, - Use accurate grammar, spelling and punctuation, - Listen to a variety of forms of spoken language, - Read and show comprehension, - Write prose with an increasingly wide range of grammar and vocabulary.	- Use tenses (present and future tenses), - Use and manipulate key grammatical structures, - Use accurate grammar, spelling and punctuation, - Listen to a variety of forms of spoken language, - Read and show comprehension, - Write prose with an increasingly wide range of grammar and vocabulary.	- Use tenses (present, past and future tenses), - Use and manipulate key grammatical structures, - Use accurate grammar, spelling and punctuation, - Listen to a variety of forms of spoken language, - Read and show comprehension, - Write prose with an increasingly wide range of grammar and vocabulary.
Assessment Task(s)	To demonstrate understanding of a text through listening and reading and to present a text of own through speaking and writing on the topic of free time.	To demonstrate understanding of a text through listening and reading and to present a text of own through speaking and writing on the topic of town.	To demonstrate understanding of a text through listening and reading and to present a text of own through speaking and writing on the topic of holidays.
Key Knowledge	Saying what you like to do (2 weeks); Saying what you do in your spare time (2 weeks); Talking about the weather (2 weeks); Saying what sports you do (2 weeks) – taught in years 5 and 6; Reading about someone’s favourite things (2 weeks); Writing and speaking about what you like to do/do in your spare time (2 weeks). Grammar The infinitive of verbs; The present tense of <i>AR</i> verbs; Stem changing verbs (<i>jugar</i>); Irregular verbs (<i>hacer, ir</i>); Verbs with the infinitive (with <i>me gusta, me encanta</i>, etc) – taught in years 5 and 6; The near future; Using two tenses together.	Describing your town or village (2 weeks); Telling the time (1 week); Ordering in a café (2 weeks); Saying what you are going to do at the weekend (2 weeks); Understanding people describing their town (2 weeks); Writing and speaking about what your town/village is like (2 weeks). Grammar The infinitive of verbs; The present tense of <i>AR</i> verbs; Stem changing verbs (<i>jugar</i>); Irregular verbs (<i>hacer, ir</i>); Verbs with the infinitive (with <i>me gusta, me encanta</i>, etc) – taught in year 5; The near future; Using two tenses together.	Talking about a past holiday (2 weeks); Saying what you did on holiday (2 weeks); Describing the last day on your holiday (2 weeks); Saying what your holiday was like (2 weeks); Giving a presentation about your holiday in written or spoken form (2 weeks); Using the present, preterite and near future tenses together (2 weeks). Grammar The preterite of regular verbs; The preterite of irregular verbs (<i>ir</i> and <i>ser</i>); Making verbs negative; Using three tenses together.
Key Skills	Communicating; seeing patterns; working with others; using language in different contexts.	Communicating; seeing patterns; working with others; using language in different contexts.	Communicating; seeing patterns; working with others; using language in different contexts.
Enrichment opportunities	EDL assembly (on or around 28 September), standalone lesson on the importance of language learning and where language can take you. Trip to Manchester Airport. Barcelona trip. Half-termly careers sessions.		

Topic	1. Orientate (Jobs and future plans)	2. Mi vida mi movil (Mobile phone use and technology)	3. A comer (Food and mealtimes)
Length of topic (in weeks)	15 weeks – September - December	11 weeks – January - March	12 weeks – April - July
Links to National Curriculum	- Use tenses (present, past and future tenses), - Use and manipulate key grammatical structures, - Use accurate grammar, spelling and punctuation, - Listen to a variety of forms of spoken language, - Read and show comprehension, - Write prose with an increasingly wide range of grammar and vocabulary.	- Use tenses (present, past and future tenses), - Use and manipulate key grammatical structures, - Use accurate grammar, spelling and punctuation, - Listen to a variety of forms of spoken language, - Read and show comprehension, - Write prose with an increasingly wide range of grammar and vocabulary.	- Use tenses (present, past and future tenses), - Use and manipulate key grammatical structures, - Use accurate grammar, spelling and punctuation, - Listen to a variety of forms of spoken language, - Read and show comprehension, - Write prose with an increasingly wide range of grammar and vocabulary.
Assessment Task(s)	To demonstrate understanding of a text through listening and reading and to present a text of own through speaking and writing on the topic of all about me.	To demonstrate understanding of a text through listening and reading and to present a text of own through speaking and writing on the topic of all about me.	To demonstrate understanding of a text through listening and reading and to present a text of own through speaking and writing on the topic of food and mealtimes.
Key Knowledge	Saying what job you do (2 weeks); Saying what you have to do at work (2 weeks); Saying what job you would like to do (2 weeks); Saying what sort of person you are (2 weeks); Saying what you did at work yesterday (3 weeks); Describing your job (3 weeks). Grammar The present tense of regular and irregular verbs; Using <i>Tengo que</i> + infinitive; Adjectival agreement; The preterite tense of regular verbs; Using the present and preterite tenses together	Saying what you use your phone for (2 weeks); Saying what type of music you like (2 weeks); Talking about TV (2 weeks); Saying what you did yesterday (3 weeks); Learning about young peoples' lives (2 weeks); Writing and speaking about technology, music and TV (2 weeks). Grammar The present tense of regular verbs; Using the comparative; Using the present tense and the preterite together; <i>Si</i> clauses; Imperfect tense; Conditional future.	<i>Saying what food you like (2 weeks); Describing mealtimes (2 weeks) – taught in year 5</i>; Ordering a meal (2 weeks); Discussing what to buy for a party (1 week); Giving an account of a party (2 weeks); Writing and speaking about food and mealtimes (2 weeks). Grammar Negatives; <i>Tú, usted, ustedes</i>; The near future; Using three tenses together; Conditional future – <i>Me gustaría</i> + infinitive.
Key Skills	Communicating; seeing patterns; working with others; using language in different contexts.	Communicating; seeing patterns; working with others; using language in different contexts.	Communicating; seeing patterns; working with others; using language in different contexts.
Enrichment opportunities	EDL assembly (on or around 28 September), standalone lesson on the importance of language learning and where language can take you. Trip to Manchester Airport. Barcelona trip. Half-termly careers sessions.		

What is **NOT** included within the NC

At the start of each academic year, in KS3, we deliver a standalone lesson on the importance of language learning in order to raise the profile of MFL.



MFL curriculum overview KS4

Spanish curriculum overview – Year 10 (KS4) Exam board: AQA (first teaching from 2024)

Topic	¡Diviértete!	Viajes	Mi gente, mi mundo	Mi estilo de vida	¡A clase!
Length of topic (in weeks)	7 weeks – September - October	7 weeks – November - December	7 weeks – January - February	7 weeks – March - April	7 weeks – April - July
Links to National Curriculum	Use tenses (present, past and future tenses), use and manipulate key grammatical structures, use accurate grammar, spelling and punctuation, listen to a variety of forms of spoken language, read and show comprehension, write prose with an increasingly wide range of grammar and vocabulary.	Use tenses (present, past and future tenses), use and manipulate key grammatical structures, use accurate grammar, spelling and punctuation, listen to a variety of forms of spoken language, read and show comprehension, write prose with an increasingly wide range of grammar and vocabulary.	Use tenses (present, past and future tenses), use and manipulate key grammatical structures, use accurate grammar, spelling and punctuation, listen to a variety of forms of spoken language, read and show comprehension, write prose with an increasingly wide range of grammar and vocabulary.	Use tenses (present, past and future tenses), use and manipulate key grammatical structures, use accurate grammar, spelling and punctuation, listen to a variety of forms of spoken language, read and show comprehension, write prose with an increasingly wide range of grammar and vocabulary.	Use tenses (present, past and future tenses), use and manipulate key grammatical structures, use accurate grammar, spelling and punctuation, listen to a variety of forms of spoken language, read and show comprehension, write prose with an increasingly wide range of grammar and vocabulary.
Assessment Task(s)	Listening, speaking, reading and writing tasks. GC speaking questions on the topic of free time/sports.	Listening, speaking, reading and writing tasks. GC speaking questions on the topic of holidays and travel.	Listening, speaking, reading and writing tasks. GC speaking questions on the topic of family, celebrities and celebrating special occasions.	Listening, speaking, reading and writing tasks. GC speaking questions on the topic of food, diet and healthy lifestyles.	Listening, speaking, reading and writing tasks. GC speaking questions on the topic of school. End of year 10 mock exams (June 2026)
Key Knowledge	Mobile phone use with frequency. Free time activities, including sports. Opinions with a variety of adjectives. Arranging to go out. Describing last weekend and a day that went wrong.	Transport. Festivals. Describing a past holiday. Different forms of accommodation. Travelling in Latin America.	Describing people. Favourite celebrities. Friendships and relationships. Identity. Problems and giving advice. Family celebrations.	Healthy daily routines. Mealtimes and food trends. Comparing old and new habits. Illness and injury. Making future plans for health and wellbeing.	Describing a typical day at school. Your studies. The opinions of others. How you would change your school. Talking about students and teachers. Describing a school trip in the past.
Grammar	Present, preterite and near future tenses. Using the negative form. Phonics to help spell words correctly.	<i>Se puede</i> + the infinitive. Comparatives. Conditional future. <i>Si</i> (if) clauses. The imperfect tense. Using a range of tenses (present, preterite, the near future and the imperfect tense). Phonics to spell words correctly.	Present continuous tense to describe a photo. Preterite tense. Reflexive verbs. Direct object pronouns. Using <i>estar</i> to express mood. Indirect object pronouns.	Indefinite adjectives. <i>Se necesita</i> and <i>hay que</i> + the infinitive. The imperfect tense. Reflexive verbs in the preterite. The simple future. Using 'if' clauses.	Superlatives. Forming questions. Conditional tense. Negatives. Adjectives and adverbs. Identifying false friends.
Key Skills	Communicating; seeing patterns; working with others; using language in different contexts.	Communicating; seeing patterns; working with others; using language in different contexts.	Communicating; seeing patterns; working with others; using language in different contexts.	Communicating; seeing patterns; working with others; using language in different contexts.	Communicating; seeing patterns; working with others; using language in different contexts.
Enrichment opportunities	EDL assembly (on or around 28 September), standalone lesson on the importance of language learning and where language can take you. Trip to Manchester Airport. Barcelona trip. Half-termly careers sessions.				

Spanish curriculum overview – Year 11 (KS4) Exam board: AQA (first teaching from 2024)

Topic	Mi barrio y yo	Un mundo para todo	El futuro te espera	Skills work/exam-style practice/speaking exam.
Length of topic (in weeks)	7 weeks – September – November	7 weeks – October - December	7 weeks – January – February/March	8 weeks - March – April/May/June
Links to National Curriculum	Use tenses (present, past and future tenses), use and manipulate key grammatical structures, use accurate grammar, spelling and punctuation, listen to a variety of forms of spoken language, read and show comprehension, write prose with an increasingly wide range of grammar and vocabulary.	Use tenses (present, past and future tenses), use and manipulate key grammatical structures, use accurate grammar, spelling and punctuation, listen to a variety of forms of spoken language, read and show comprehension, write prose with an increasingly wide range of grammar and vocabulary.	Use tenses (present, past and future tenses), use and manipulate key grammatical structures, use accurate grammar, spelling and punctuation, listen to a variety of forms of spoken language, read and show comprehension, write prose with an increasingly wide range of grammar and vocabulary.	Use tenses (present, past and future tenses), use and manipulate key grammatical structures, use accurate grammar, spelling and punctuation, listen to a variety of forms of spoken language, read and show comprehension, write prose with an increasingly wide range of grammar and vocabulary.
Assessment Task(s)	Listening, speaking, reading and writing tasks. GC speaking questions on the topic of town.	Listening, speaking, reading and writing tasks. GC speaking questions on the topic of the environment and social and climate issues. Year 11 mock exam (November/December 2025)	Listening, speaking, reading and writing tasks. GC speaking questions on the topic of jobs and future plans. Mock speaking exam (Feb 2026)	Listening, speaking, reading and writing tasks. Speaking exam (May 2026). Listening, reading and writing exam (une 2026).
Key Knowledge	Describing cities. Describing how a city has changed. Describing shopping preferences. Giving preferences about where you live. Talking about where you live.	How you help in the community. Talking about climate change. Actions to help the environment. Social and climate issues. Developing comprehensions skills.	Talking about hopes and dreams. Talking about getting a job. Future career and intentions. The importance of learning. Changes in the world of work.	Revision of key knowledge. Revision of strategies in relation to 'language of exams'.
Grammar	The perfect tense. Prepositions. Direct object pronouns. Using different tenses together. The preterite tense.	The imperative. Preterite and present tenses. The imperfect continuous. Using three tenses in the I and we forms. Using <i>se debería</i> + the infinitive.	Different ways to express the future. <i>Para/sin</i> + infinitive. <i>Hay que/ tienes que</i> + infinitive. Masculine and feminine nouns for jobs. Modal verbs. Simple future. Articles (a/some/many).	Revision of key grammar.
Key Skills	Communicating; seeing patterns; working with others; using language in different contexts.	Communicating; seeing patterns; working with others; using language in different contexts.	Communicating; seeing patterns; working with others; using language in different contexts.	Communicating; seeing patterns; working with others; using language in different contexts.
Enrichment opportunities	EDL assembly (on or around 28 September), standalone lesson on the importance of language learning and where language can take you. Trip to Manchester Airport. Barcelona trip. Half-termly careers sessions.			