

All Hallows RC High School

Believe. Belong. Achieve.



SPANISH CURRICULUM OVERVIEW

Mrs R Murphy

September 2026



Mission Statement

Believe. Belong. Achieve.

At All Hallows RC High School, we are a Christ-centred community committed to living out the Gospel values in every aspect of our school life. Our school mission is to inspire, support and challenge every member of our school. We **believe** that every person is created in the image of God and that they grow in faith guided by the teachings of Christ. We strive to foster an environment where love, peace, courage, justice and kindness guide our actions so we develop into compassionate, resilient individuals who contribute positively to the world around them.

We are a community built on love, demonstrating unconditional respect and kindness for all. By fostering strong relationships, we ensure that every individual feels that they **belong**, are valued, supported and accepted as part of our family. We celebrate our differences and each person's uniqueness. We encourage forgiveness and understanding to create an environment where every pupil can flourish in their own way.

Through these values, All Hallows RC High School nurtures the whole person spiritually, academically and socially so they can **achieve**. We are a school where the Gospel values are not just ideals but the foundation of everything we do. With Christ at the centre, we enrich the lives of our pupils and guide them on the path of faith, purpose and integrity.

Curriculum Intent

Gospel values are at the forefront of our intent.

- Building **courage** and confidence to communicate in any context.
- We inspire curiosity, **compassion** and understanding for Spanish-speaking cultures and their way of life.
- Transforming differences into empathy to build global harmony and **peace** through Spanish.
- Empowering pupils to become true global citizens who act with **love**, empathy, and cultural respect.

Our Spanish curriculum is built upon four core pillars designed to guide high school students toward linguistic competence and global awareness:

- Linguistic Fluency and Independence: Developing confident communicators who can independently navigate a variety of topics across all four key language skills: listening, speaking, reading, and writing.
- Authentic Cultural Literacy: Engaging directly with real-world Hispanic texts and diverse cultural traditions to foster empathy, deep intercultural awareness, and global citizenship.
- Academic and Career Readiness: Equipping learners with the linguistic, grammatical and communication skills required for school success, higher education, and future employment.
- Lifelong Language Curiosity: Inspiring an enduring passion for language learning and a curious, resilient mindset that extends far beyond the high school classroom.

Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	My life	My free time	My school	My family	My city	End of year revision with final assessment Project - Encanto and Colombia
Subtopics	Introductions, personality, age, siblings, birthdays, pets	Likes and dislikes, free time activities, weather, sport and leisure	Subjects, opinions on subjects, teachers, school facilities, break time	Family members, Physical appearance, Physical appearance of others, where you live	Describing a town/city, telling the time, activities with time, ordering food, weekend plans	Geography, Colombian culture, translation, character analysis, genealogy - family trees, film review, design
Grammar	Adjectives, tener, making adjectives agree with nouns	Me gusta + infinitive, -ar verbs in the present tense, cuando with weather, hacer and jugar in the present tense	-ar verbs in the present tense (we), me gusta(n) +el/la/los/las, a / some and the, using -er and -ir verbs in the present tense	Possessive adjectives, ser and tener, third person verbs, estar	A, some and many, ir, querer, near future tense	
CST	Peace, Dignity, Solidarity	Peace, Dignity, Dignity of work and participation,	Peace, Dignity, Dignity of work and participation, Common good,	Creation, Peace, Dignity, Solidarity, Common good, Dignity of work and participation,	Peace, Creation and environment, Common good	Peace, Dignity, Dignity of work and participation, Common good, Option for the Poor, Solidarity, Creation and environment

Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y8	My last holiday	My life	My eating habits	My plans	Summer plans	End of year revision with final assessment Project - Ferdinand and bull fighting in Spain
Subtopics	A past holiday, holiday activities, describing the last day, saying what my holiday was like	Mobile phone use, music, TV programmes, describing yesterday	Food likes and dislikes, eating habits, describing meal times, at a restaurant, party planning, giving an account of a party	Making plans, excuses, daily routine, clothing, getting ready to go out.	Types of housing, holiday activities, directions, summer camps	Arguments for and against bullfighting, la fiesta de San Fermin, Ferdinand the story, character analysis, film review,
Grammar	Ir in the preterite tense, preterite of regular -ar verbs, preterite of -er and -ir verbs, ser in the preterite tense.	Present tense recap, range of opinions, comparative, using the present and preterite together	Wide range of opinions, negatives ,usted/ ustedes, near future, using the preterite, present and near future together	Me gustaría + infinitive, querer and poder, reflexive verbs, this/ these, using three tenses together	Comparative, superlative, imperative, using three tenses together	
CST	Peace, Creation and environment,	Peace, Creation and environment, Dignity of work and participation	Creation and environment, Peace, Dignity of work and participation, Common good	Creation and environment, Dignity of work and participation, Common good,	Creation and environment, Common good, Dignity of work and participation	Peace, Dignity, Dignity of work and participation, Common good, Option for the Poor, Solidarity, Creation and environment

Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y9	All about me	World of work	Health	Youth action	In Madrid	End of year revision with final assessment Project - Voces Inocentes, children's rights and El Salvador
Subtopics	Likes and dislikes, my week, Films, Birthday celebrations	Personality, work tasks, ideal job, my future plans, describing different jobs.	Diets, food and drink likes and dislikes, daily routine,	Children's rights, children's lives, journeys to school, fair trade, environmental issues, Eco-friendly schools, my city over the years	School exchange, Sightseeing in Madrid, a day trip, souvenir shopping, making plans	El Salvador geography and culture, children's rights, Character analysis, film review, San Oscar Romero, El Salvador's missing children, La Palma art,
Grammar	Regular present tense verbs, Irregular present tense verbs, near future tense, preterite tense, using three tenses together	Tener que, adjective agreement, near future, using three tenses together	Direct object pronouns, stem-changing verbs, reflexive verbs, se debe/no se debe, me duele(n)	Poder, expressing your point of view, Se deberia, imperfect tense,	Expressions with tener, superlative, comparative, simple future tense	
CST	Peace, Dignity, Creation and the environment	Peace, Dignity, Dignity of work and participation, Creation and the environment	Peace, Dignity, Dignity of work and participation, Creation and the environment	Peace, Dignity, Creation and environment, Solidarity, Option for the poor	Peace, Dignity, Creation and environment	Peace, Dignity, Dignity of work and participation, Common good, Option for the Poor, Solidarity, Creation and environment

Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y10	<u>Having fun</u> Thematic context: My personal world, media and technology	<u>Trips</u> Thematic context: Travel and tourism	<u>My people, my world</u> Thematic context: My personal world, media and technology	<u>My lifestyle</u> Thematic context: Lifestyle and wellbeing	<u>School</u> Thematic context: Studying and my future	<u>School</u> Thematic context: Studying and my future End of year revision with assessments
Subtopics	Spanish speaking sports stars, digital life, sports and free-time activities, arranging to go out, what you did at the weekend	Travel plans, festivals, ordering tapas, holiday in the past	Different families, describing people, social media, friendship and relationships, identity, problems and advice	Typical food in Spanish speaking countries, healthy daily routines, mealtimes and food trends, habits, illness and injuries, health and wellbeing	Schools in Spain, typical school day, opinions on subjects,	Rules, How you would change your school, students and teachers, school trip in the past,
Grammar	Adjectives, present tense, expressions of frequency, irregular present tense, near future, preterite tense, direct object pronoun, using three tenses together	Me gusta(n), comparatives, se puede(n), superlatives, if clauses with the present tense, acabar de + infinitive, imperfect tense, suelo + infinitive	Possessive adjectives, ser and estar, personal a, reflexive verbs, pronouns me and te, para + infinitive, podrías and deberías + infinitive	Adjectives for nationality, indefinite adjectives, tener + noun, direct object pronouns, imperfect tense, ya no + verb, reflexive verbs in the preterite, debes, tienes que and necesitas, simple future tense, if clauses	Absolute superlatives, relative pronouns que, donde, cuando, lo que,	Conditional tense, impersonal verbs with the infinitive, negatives, adjectives and adverbs
CST	Peace, Dignity, the dignity of work and participation,	Peace, Creation and environment, Common good	Creation and environment, Dignity, Option for the poor, Solidarity	Solidarity, Creation and environment, Dignity, Peace, Option for the poor,	Dignity of work and participation, Dignity, Common good,	Dignity of work and participation, Dignity, Common good.

Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y11	<u>My neighbourhood and I</u> Thematic context: My neighbourhood	<u>A better world for us all</u> Thematic context: My neighbourhood	<u>Future plans</u> Thematic context: Studying and my future	Revision PPEs	Revision GCSEs	Revision GCSEs
Subtopics	Colombia, describing cities, how a town/city has changed, shopping preferences, preferences about where you live, describing your local area	Natural wonders of the Spanish world, helping in your community, climate change, actions to help the environment, solutions, social and climate issues	Latino trailblazers, future plans, getting a job, future career intentions, importance of language learning, changes in the world of work, impact of artificial intelligence			
Grammar	Demonstrative adjectives, perfect tense, prepositions, imperfect tense, direct object pronouns, present subjunctive with cuando, comparisons, future tense	Pronouns after prepositions, imperative, falta, hace falta, vale la pena, basta, passive, imperfect continuous, negatives, present subjunctive, se debería + infinitive	Seguir/continuar + present participle, possessive pronouns, prepositions followed by the infinitive, suffix -dad/idad, modal verbs, para que + present subjunctive, infinitive of a conjugated verb,			
CST	Solidarity, Peace, Creation and environment, Option for the poor, Common good. Dignity	Peace, Dignity, Creation and environment, Option for the poor, Common good, Solidarity	Dignity, Dignity of work and participation, Common good. Creation and environment,			



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