



Wallington
County Grammar School

The Spanish Curriculum

Whole School Curriculum Intent:	<p>Wallington County Grammar School is a highly academic but pastorally minded school which delivers a curriculum that enables all students to embody our motto - <i>Per Ardua ad Summa</i>, Through Difficulties to the Heights. Each Subject Leader has autonomy over their own curriculum and its intent, i.e., its subject content, skills content, sequencing, and assessment schedule. This is vital to ensure the academic curriculum is designed by highly qualified subject experts. The intentions behind the whole school approach to curriculum design taken by senior leaders are to provide:</p> <ul style="list-style-type: none">● Breadth - We intend to provide a broad, academic and liberal curriculum that equips students with the body of human knowledge and different ways of thinking necessary to succeed in and enjoy their education, careers, and wider lives.● Depth - We do not want our students to simply study the national curriculum and examination specifications, with grades being our sole focus. We aim for our students to become true scholars of the disciplines that they are learning so that they achieve a deep and sophisticated level of knowledge and understanding.● Values - We aim for our students to develop our four core values: commitment, courage, compassion and creativity.● Democracy - We aim for all our students to have the necessary knowledge and confidence, not just to participate in the democracy of the United Kingdom, but to lead it.
Subject Curriculum Intent:	<p>Our Spanish curriculum intends to provide students with a meaningful, enriching, and ambitious language-learning experience that goes beyond the mechanics of vocabulary and grammar. It is designed to inspire students to become confident, articulate, and culturally aware communicators. Through the study of Spanish, learners develop a deep appreciation of diverse cultures and the critical linguistic skills necessary to engage meaningfully with the wider world.</p> <p>We aim for the students to view Spanish not merely as an academic subject but as a powerful tool that unlocks opportunities for travel, career pathways, global citizenship, and authentic human connection. In an era of automated translation, we champion the irreplaceable value of human-to-human interaction and the nuanced cultural intelligence that AI cannot replicate.</p> <p>Students develop both precision and creativity through the four core skills of listening, speaking, reading, and writing. This is underpinned by high expectations, carefully sequenced teaching of grammar, vocabulary, and phonics, and a communicative approach that fosters independence, spontaneity, and resilience. Across all key stages, lessons immerse students in authentic materials and real-life contexts, broadening horizons and deepening their understanding of diverse perspectives and traditions.</p> <p>Our core values of Commitment, Compassion, Courage, and Creativity guide Spanish learning at Wallington County Grammar School. We empower students to become open-minded global citizens, equipped to interact respectfully and meaningfully in an interconnected world. Our KS3 and KS4 curricula fully meet National Curriculum and new GCSE requirements, embedding phonics, grammar, translation, dictation, and transcription, alongside</p>

	<p>rich cultural content including stories, songs, poems, films, and current affairs.</p> <p>Lessons promote fluency, creativity, and real-world communication, with frequent use of the target language through pair work, role-play, and flipped learning. We embrace digital tools and AI as a bridge to learning, combined with consistent feedback and a range of “Power Tools” (including Sentence Builders, retrieval practice, interleaving, speaking mats, metacognitive strategies, and model answers), to extend learning beyond the classroom and support long-term memory.</p> <p>Our enrichment programme is a distinctive part of the curriculum and includes:</p> <ul style="list-style-type: none"> ● Trips abroad (mainly in Year 10) ● Pen pal exchanges with partner schools ● National competitions such as the GCHQ Language Challenge ● Cultural projects and World Film Club ● Year 7 Poetry Competition and creative tasks linking languages and the arts ● Activity Week initiatives and online courses to build exam skills and cultural knowledge <p>At Key Stage 5, we bridge the GCSE–A-Level gap through focused grammar consolidation, baseline assessments, and tailored support. One-to-one sessions with Foreign Language Assistants offer targeted opportunities to practise spontaneous speaking. Students develop independence and critical thinking through thematic discussions on immigration, family, and work-life balance, alongside the study of literature and film.</p> <p>Ultimately, our Spanish curriculum promotes far more than academic achievement. It nurtures empathy, curiosity, resilience, and global awareness. It empowers students to communicate meaningfully across cultures and reflect on their place in an evolving, AI-enhanced, and interconnected world.</p>
<p>Subject Curriculum Aims:</p>	<p>Our Spanish curriculum is designed to give students a rich and meaningful understanding of both the language and the cultures of the Spanish-speaking world. It aims to foster confident communication while developing mastery in the key language skills: listening, reading, writing, speaking, grammar, translation, and phonics.</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> ● Communicate more confidently and effectively in spoken and written Spanish across real-world contexts, expressing themselves with increasing fluency, accuracy, and spontaneity. ● Understand and analyse a broad range of authentic spoken and written texts (literary extracts, media content, songs, films, and cultural documents), developing skills in inference, gist comprehension, and discerning subtle nuances of tone and perspective. ● Manipulate grammar with a degree of precision and independence, demonstrating control of key tenses, sentence structures, and vocabulary across formal and informal registers. ● Engage critically with cultural perspectives from target-language countries, appreciating diverse traditions, values, histories, and contemporary issues, while making empathetic and meaningful cross-cultural comparisons. ● Build resilience and confidence when approaching unfamiliar language and cultural material, applying effective strategies for decoding, problem-solving, and self-correction. ● Develop critical thinking through analysis of language patterns, exploration of connections between English and foreign languages, and evaluation of the role of human communication in a digital age. ● Use linguistic terminology accurately and confidently to describe and analyse language features, communicating insights clearly both orally and

	<p>in writing.</p> <ul style="list-style-type: none"> ● Produce original written work tailored for a variety of purposes and communicative intents, showing a personal voice and creative flair. ● Prepare thoroughly for examinations with targeted practice, retrieval-based learning, and strategies that promote long-term memory and language mastery. ● Lay strong foundations for further language study at A Level, university, or professional contexts where advanced multilingualism is a unique human asset, equipping students with the skills, confidence, and curiosity to continue language learning throughout their lives. <p>Above all, we aim for students to leave Wallington County Grammar School with a lifelong appreciation of languages and the cultural richness they unlock.</p>
--	--

GCSE Examination Specifications:	Edexcel: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html
A Level Examination Specifications:	Edexcel: https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/spanish-2016.html

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y7	My life Introducing yourself Numbers and alphabet Age and birthdays Brothers and sisters Pets Your personality	Free time Likes/dislikes Free time activities Sports The weather	My school School subjects Describing your school Talking about break time	My family and my friends Describing your family and other people Hair and eye colour Describing where you live	My city Describing your town or village Saying what you usually do in town Saying what you are going to do at the weekend Telling the time Ordering in a café	
	Assessment 1 Format:	Focus on at least 2 skills among Listening, Reading, Speaking, Writing, and Translation, based on what has been studied so far		Assessment 2 Format:	Focus on at least 3 skills among Listening, Reading, Speaking, Writing, and Translation, based on what has been studied so far	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y8	My holidays Talking about a past holiday Saying what you did on holiday Describing the last day of the holidays Say what your holiday was like	All about my life Saying what you use your phone for Saying what type of music you like Talking about TV Saying what you did yesterday	Eating Saying what food you like Describing mealtimes Ordering a meal Discussing what to buy for a part Giving an account of a party	Going out Arranging to go out Making excuses Discussing getting ready to go out Talking about clothes Talking about events (sports/parties)	Summer holidays Describing a holiday home Describing holiday activities Asking for directions Talking about summer camps Describing a world trip Revision and cultural projects	
	Assessment 1 Format:	Focus on at least 2 skills among Listening, Reading, Speaking, Writing, Dictation, and Translation, based on what has been studied so far		Assessment 2 Format:	Focus on at least 3 skills among Listening, Reading, Speaking, Writing, Dictation, and Translation, based on what has been studied so far	
Y9	My personal world & media technology (1) Talking about Spanish-speaking sports stars. Talking about life online. Talking about sports and free-time activities Arranging to go out & Planning a cinema visit Saying what you did at the weekend; Talking about days that went wrong		Travel & tourism Saying where you would like to go (Andalusia) Discussing travel plans Talking about festivals in the Spanish-speaking world Saying what you did on holiday Describing where you stayed Talking about holidays using different tenses		Media and technology/ My personal world (2) Reading about different families Describing people Talking about who you admire Saying how long you have been doing something Talking about friendships and relationships Talking about your identity and what matters to you Talking about problems and giving advice	
	Assessment 1 Format:	Focus on at least 2 skills among Listening, Reading, Speaking, Writing, Dictation, and Translation, based on what has been studied so far		Assessment 2 Format:	Focus on at least 3 skills among Listening, Reading, Speaking, Writing, Dictation, and Translation, based on what has been studied so far	
Y10	Lifestyle and wellbeing Learning about typical foods in Spanish-speaking countries Describing healthy daily routines Talking about mealtimes and food trends Comparing old and new habits Talking about illnesses and injuries Talking about future plans to improve health and well-being		Studying and my future (1) Learning about schools in Spain Talking about a typical day at school Talking about my studies Talking about how I would change my school Talking about students and teachers in my school Describing a school trip in the past		My neighbourhood (1) Finding out about Colombia Describing cities Describing how a city or town has changed Describing shopping preferences Giving preferences about where you live Talking about your area	
	Assessment 1 Format:	Focus on at least 3 skills among Listening (including Dictation), Reading, Speaking, Writing, and Translation, based on what has been studied so far		Assessment 2 Format:	Focus on at least 3 skills among Listening (including Dictation), Reading, Speaking, Writing, and Translation, based on what has been studied so far	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y11	My neighbourhood (2) Learning about the natural wonders of Spanish-speaking countries Talking about how you help in your community Talking about climate change Talking about actions to help the environment Talking about solutions		Studying and my future (2) Learning about Latino trailblazers Talking about your plans for the future Talking about getting a job Talking about future career intentions Talking about the importance of learning languages Talking about changes in the world of work Talking about the impact of artificial intelligence		Revision, practice, and official GCSE exams	
	Mock Format:	GCSE exam-style assessments: Speaking (Read aloud, Role play, Picture task), Listening (including a dictation), Reading (including translation into English), and Writing (including a translation into Spanish), based on what has been studied so far		Assessment 2 Format:	GCSE exam-style assessments: at least 2 skills among Speaking (Read aloud, Role play, Picture task), Listening (including a dictation), Reading (including translation into English), and Writing (including a translation into Spanish), based on what has been studied so far	
L6th	Changes in the Spanish family structure The impact of Tourism in Spain Film analysis: <i>Volver</i> by Pedro Almodóvar		The world of work in Spain Music in the Spanish-speaking world Film analysis: <i>Volver</i> by Pedro Almodóvar		Media & communication in Spain The role of customs and traditions in Hispanic countries Film analysis: <i>Volver</i> by Pedro Almodóvar	
	Assessment 1 Format:	A shortened version of the GCE exam-style assessments: Paper 1 (Listening, Reading and Translation into English); Paper 2 (written response to works and translation into Spanish); Paper 3 (Speaking -Task 1 only), based on what has been studied so far		Assessment 2 Format:	GCE exam style assessments: Paper 1 (Listening, Reading and Translation into English); Paper 2 (Written response to works and translation into Spanish); Paper 3 (Speaking- Task 1 only), based on what has been studied so far	
U6th	The positive impact of immigration on Spanish society The challenges of immigration and integration in Spain Public reaction to immigration Literary analysis: <i>Eva Luna</i> by Isabel Allende		The Civil War and the rise of Franco The Franco dictatorship The transition from dictatorship to democracy in Spain Literary analysis: <i>Eva Luna</i> by Isabel Allende		Revision, practice, and official GCE exams	
	Mock Format:	GCE exam style assessments: Paper 1 (Listening, Reading and Translation into English); Paper 2 (Written response to works and translation into Spanish); Paper 3 (Speaking; Tasks 1 and 2) based on what has been studied so far				

Key Vocabulary

There is an official list of vocabulary that students are expected to master for the GCSE Spanish exam. It includes the words and phrases prescribed by Pearson Edexcel for the 2024 specification and supports students in developing the language needed for the reading, listening, speaking, and writing assessments.

You can access the full vocabulary list here: [GCSE Spanish Vocabulary List – Pearson Edexcel \(2024\)](#)

Suggested Reading List

KS3

Novels (adapted for Spanish learners):

Marcelino Pan y Vino - José María Sánchez-Silva (ISBN: 9780850485691)

Lazarillo de Tormes - Anónimo (ISBN: 9780850485622)

Raro - Benjamín Prado (ISBN: 9780850483529)

Cómic para aprender español: La Casa del Acantilado - Ramon Fernandez / David Isa (ISBN: 9788498489156)

KS4

Novels (adapted for Spanish learners):

Réquiem por un campesino español - Ramón J Sender (ISBN: 9780850486155)

Caperucita en Manhattan - Felipe Martín (ISBN: 9788723902023)

Easy Readers - Spanish: Don Quijote "Primera Parte" (Spanish) - Cervantes

Easy Readers - Spanish: Don Quijote "Segunda Parte" (Spanish) - Cervantes

Un pueblo contra los Hamid - Oriol Vergés (ISBN: 9780850483253)

Cuentos de la Selva - Horacio Quiroga

Esperanza Renace - Pam Muñoz Ryan

KS5

Bodas de sangre, Federico García Lorca, 1932 (play)

Como agua para chocolate, Laura Esquivel, 1989 (novel)

Crónica de una muerte anunciada, Gabriel García Márquez, 1981 (novel)

Eva Luna, Isabel Allende, 1987 (novel)

El coronel no tiene quien le escriba, Gabriel García Márquez, 1961 (novel)

El túnel, Ernesto Sábato, 1948 (novel)

Ficciones, Jorge Luis Borges, 1944 (short stories)

La casa de Bernarda Alba, Federico García Lorca, 1936 (play)

La casa de los espíritus, Isabel Allende, 1982 (novel) or any other novel by the same author

El dragón de Oro - trilogía, Isabel Allende, 2003 (novels)

Modelos de mujer, Almudena Grandes, 1996 (short stories)

Nada, Carmen Laforet, 1943 (novel)

Primera memoria, Ana María Matute 1959 (novel)

Réquiem por un campesino español, Ramón J. Sender, 1953 (novel)

El príncipe de la niebla, Carlos Ruiz-Zafon, 1993 (novel)

Trilogía del Baztán, Dolores Redondo, 2013 (novels)

La catedral del mar, Idelfonso Falcones, 2006 (novel)