

## MFL - Spanish

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.” – **Nelson Mandela**.

Last reviewed: Spring 2023

This document represents a sequenced response to the year 7 and 8 curriculum

Our overall curriculum design is underpinned by our vision for what the students in our communities need to thrive and become confident learners. Our curriculum offer identifies the Knowledge, Skills, Attributes and Experiences (K-ASE) we seek to develop in our students. We see each component of K-ASE as an entitlement for students and K-ASE shapes the whole experience within our school.

Our vision is to deliver an ambitious curriculum which will develop young linguists, who can think like linguists and speak with confidence and increasing fluency to prepare them for global life. We want them to not only express themselves creatively but also logically as they learn to spot, apply, and adapt patterns and rules in linguistic structures.

Our KS3 curriculum provides students with the necessary key skills for KS4 and KS5 if students opt for GCSE/A Level French or Spanish, and we endeavour to bring the culture alive for students through the contexts we put them in via our curriculum design. We actively promote the benefits of languages for students as global citizens and how it can enhance their prospects. A passion for and a confidence in language acquisition will enrich each students' cultural capital and will invite them to consider how a language shapes an individual's knowledge of the world around them.

Knowledge-based teaching in Years 7, 8 and 9 is interwoven with skill-based instruction so that their learning enables them to acquire transferable skills, qualities, and competencies for the world beyond the classroom. Our sequenced curriculum incorporates the three pillars of language – phonics, grammar and vocabulary and gives students ample opportunities to develop practice and memory recall in all four linguistic skills - listening, reading, writing and speaking in the target language with particular focus on phonics, vocabulary and grammar. We have developed MFL recruitment and leadership of staff across the feeder middle schools to ensure our KS3 curriculum is delivered consistently.

Regular review and recall strategies are interwoven into the curriculum from KS3 to KS5 so that our MFL curriculum is sequenced in a spiral facilitating a deepening understanding of both skills and knowledge with more challenging written and spoken resources at each level.

We annually reflect on gaps in learning and adapt our curriculum to ensure no students are disadvantaged and all are able to access a full curriculum.

Beyond the specification, we offer opportunities for all MFL students in KS3, KS4 and KS5 to visit Hispanic and Francophone countries to immerse themselves in the culture and give them the opportunity to develop and consolidate their linguistic knowledge and skills.

Key Stage 3 – Year 9				
Term/Length of Unit	Outline	Knowledge and Skills		End points and associated key assessments
KS3 (Year 9) Autumn Term - French	New Technologies	<ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• High frequency vocabulary – technology</li> <li>• Advantages and disadvantages</li> <li>• Internet safety</li> </ul>	<ul style="list-style-type: none"> <li>• Avoir</li> <li>• Present tense</li> <li>• Pour plus infinitive</li> <li>• Definite &amp; Indefinite articles</li> <li>• A cause de/grace a</li> <li>• Sans</li> <li>• Parce que/car</li> <li>• Modal verbs (pouvoir/devoir)</li> <li>• Ce qui est bien c'est</li> <li>• Ce qui m'inquiete c'est</li> <li>• Adjectival agreement</li> <li>• Past tense</li> <li>• Present tense</li> <li>• Future tense</li> </ul>	<p>Listen to a variety of forms of spoken language to obtain information and respond appropriately</p> <p>Transcribe words and short sentences that they hear with increasing accuracy</p> <p>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</p> <p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p> <p>Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture</p>

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<p>KS3 (Year 9) Autumn Term - Spanish</p>	<p>New Technologies</p>	<ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• High frequency vocabulary – technology</li> <li>• Advantages and disadvantages</li> <li>• Internet safety</li> </ul>	<ul style="list-style-type: none"> <li>• Tener</li> <li>• Tenses (preterite, present and close future)</li> <li>• Para plus infinitive</li> <li>• Direct object pronouns</li> <li>• Debido/gracias a</li> <li>• Sin</li> <li>• Porque/porque</li> <li>• Modal verbs (poder/deber)</li> <li>• Lo que es bueno es</li> <li>• Lo que me preocupa es</li> <li>• Adjectival agreement</li> </ul>	<p>Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</p> <p>End of topic test that incorporates:</p> <ul style="list-style-type: none"> <li>• Regular present tense verb conjugations</li> <li>• French/Spanish to English translations</li> <li>• English to French/Spanish translations (incorporating indefinite and definite articles)</li> </ul> <p>40 word writing tasks. Listening tasks Speaking Tasks</p>
<p>KS3 (Year 9) Spring Term - French</p>	<p>Global Issues</p>	<ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• High frequency vocabulary – global warming, pollution, recycling, drought,</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of re and re verbs present tense</li> <li>• Expression of action and consequence using si clauses</li> <li>• Modal verbs (falloir, devoir)</li> <li>• Revision of avoir</li> </ul>	

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		war/conflict, poverty	<ul style="list-style-type: none"> <li>• The close future tense - Revision &amp; recall</li> <li>• The perfect tense (&amp; past participles) - Revision &amp; recall</li> <li>• Modal verbs in the conditional tense</li> </ul>	
KS3 (Year 9) Spring Term Spanish	Global Issues	<ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• High frequency vocabulary – global warming, pollution, recycling, drought, war/conflict, poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of ar verbs present tense</li> <li>• The close future tense</li> <li>• The preterite tense</li> <li>• Modal verbs in the conditional tense</li> </ul>	
KS3 (Year 9) Summer Term - French	Social Issues – Healthy Living	<ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• High frequency vocabulary – healthy eating,</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency verbs present tense</li> <li>• Modal verbs</li> <li>• Partitive article</li> </ul>	

		obesity, exercise, smoking		
KS3 (Year 9) Summer Term - Spanish	Social Issues – Healthy Living	<ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• High frequency vocabulary – healthy eating, obesity, exercise, smoking</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of ar verbs present tense</li> <li>• The close future tense</li> <li>• The preterite tense</li> <li>• Modal verbs in the conditional tense</li> </ul>	

## Key Stage 4 – Spanish

Term/Length of Unit	Outline:	Knowledge and Skills		End points and associated key assessments
Year 10 Autumn Term	<ol style="list-style-type: none"> <li>1. Me, My Friends and My Family (4 weeks)</li> <li>2. Town - Local, national, international and global areas of interest (5 weeks)</li> </ol>	<ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• High frequency topic vocabulary – family / descriptions / town / home / school</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense conjugations (regular &amp; irregular)</li> <li>• Adjectives – agreement &amp; positioning</li> <li>• Possessive pronouns</li> <li>• Reflexive verbs</li> </ul>	<p>Listen to a variety of forms of spoken language to obtain information and respond appropriately</p> <p>Transcribe words and short sentences that they hear with increasing accuracy</p> <p>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</p> <p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the</p>

	3. Life at school/college (5 weeks)	<p>subjects / school rules</p> <ul style="list-style-type: none"> <li>• Use of HAY</li> <li>• Use of MUCHO</li> <li>• Question words</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrative adjectives</li> <li>• Interrogatives</li> <li>• The perfect tense</li> <li>• Modal verbs</li> <li>• comparatives</li> </ul>	<p>purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p> <p>Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture</p>
Year 10 Spring Term	<ol style="list-style-type: none"> <li>1. Free-time activities - Music, Cinema and TV, Food and eating out, Sport (4 weeks)</li> <li>2. Healthy and Unhealthy Living (3 weeks)</li> <li>3. Customs and Festivals in Spanish-speaking countries (5 weeks)</li> </ol>	<ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• High frequency topic vocabulary – music / cinema / TV / food / sport / body parts / festivals</li> <li>• Use of QUERER</li> <li>• Use of IR</li> <li>• Use of HACER</li> <li>• Use of PREFERIR</li> <li>• A and Some</li> </ul>	<ul style="list-style-type: none"> <li>• Complex future</li> <li>• Simple future</li> <li>• Conditional tense</li> <li>• Imperfect tense</li> <li>• Impersonal phrases</li> <li>• Negatives</li> <li>• Present tense</li> <li>• Preterite tense</li> </ul>	<p>Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</p> <p>End of topic exam styles questions. Writing assessment will include a letter style essay (90 words for foundation students, 150 words for higher students) and will incorporate all substantive and disciplinary knowledge covered.</p>
Year 10 Summer Term	1. Holidays, Travel & Tourism (6 weeks)	<ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• High frequency topic</li> </ul>	<ul style="list-style-type: none"> <li>• Imperfect tense</li> <li>• Si + present + future</li> <li>• Present tense</li> </ul>	

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	2. The world of work (7 weeks)	<p>vocabulary – holidays, countries, jobs, weather, hotel, work experience, job applications</p> <ul style="list-style-type: none"> <li>• Lo and Lo que</li> <li>• Tener structures</li> </ul>	<ul style="list-style-type: none"> <li>• Preterite tense</li> <li>• Future tenses x2</li> </ul>	
Year 11 Autumn Term	<p>1. Marriage, Partnerships &amp; Relationships (7 weeks)</p> <p>2. Global Issues – The Environment (7 weeks)</p>	<ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• High frequency topic vocabulary – Ideal partner, weddings, descriptions, the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives – agreement &amp; positioning</li> <li>• Conditional tense</li> <li>• Simple future tense</li> <li>• Ser vs Estar</li> <li>• Present continuous tense</li> <li>• Present tense</li> <li>• Si + present + future</li> <li>• Direct and indirect object pronouns</li> </ul>	
Year 11 Spring Term	1. Social Issues – Charity, Poverty & Homelessness (7 weeks)	<ul style="list-style-type: none"> <li>• High frequency verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Pluperfect tense</li> <li>• Present subjunctive</li> </ul>	

	2. Technology (5 weeks)	<ul style="list-style-type: none"> <li>• High frequency topic vocabulary – charity, poverty, homelessness, technology</li> <li>• Sin / Con / Gracias a</li> <li>• Use of QUERER</li> </ul>	<ul style="list-style-type: none"> <li>• Imperfect continuous</li> <li>• Preterite tense</li> <li>• Future tenses x2</li> <li>• Present tense</li> </ul>	
Year 11 Summer Term	<p>At this stage in the curriculum, students’ ability to ensure examination responses reflect their understanding of curriculum content in full is the key skill that we develop. The examination skills needed to answer the GCSE Spanish examinations are taught explicitly. Opportunities to practise these skills are provided. These examination skills will include time management, recognition of types of responses required and the ability to utilise mark schemes to aid understanding. The intent is to allow students to reach their full potential by being able to demonstrate this in the required examination format. Alongside the examination skills, classroom teachers will use adaptive teaching, in response to formative assessments, to re-visit the curriculum areas which have not been fully understood by students.</p>			

## Key Stage 5 – Spanish

Term/Length of Unit	Outline:	Knowledge and Skills		End points and associated key assessments
Year 12 Autumn Term	<ol style="list-style-type: none"> <li>1. Traditional &amp; Modern Values (5 weeks)</li> <li>2. Cyberspace (4 weeks)</li> </ol>	<ul style="list-style-type: none"> <li>• High frequency topic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Imperfect &amp; imperfect continuous tenses</li> <li>• Preterite tense</li> </ul>	<p>Listen to a variety of forms of spoken language to obtain information and respond appropriately</p> <p>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</p>

	<ol style="list-style-type: none"> <li>3. Equality for Gender &amp; LGBTQI+ (5 weeks)</li> <li>4. FILM: El Laberinto del Fauno – Overview, Social and Historical context (7 weeks)</li> <li>5. FILM: El Laberinto del Fauno – Scene analysis 1-12 (7 weeks)</li> </ol>	<ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• High frequency time phrases</li> <li>• Idiomatic phrases</li> <li>• Social, cultural &amp; historical knowledge of post-war Spain</li> </ul>	<ul style="list-style-type: none"> <li>• Imperfect &amp; Preterite combined</li> <li>• Present &amp; present continuous</li> <li>• Comparatives &amp; superlatives</li> <li>• Ser vs Estar</li> <li>• Future tense</li> <li>• Conditional tense</li> <li>• Indefinite adjectives &amp; pronouns</li> <li>• Perfect tense</li> <li>• Pluperfect tense</li> <li>• Future perfect</li> <li>• Conditional perfect</li> </ul>	<p>Speak coherently and confidently, with increasingly accurate pronunciation and intonation</p> <p>Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p> <p>Read literary texts in the language [such as stories, songs, poems, articles and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture</p> <p>Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</p> <p>Autumn term: Past paper questions for Paper 1 component &amp; an essay on the film ‘El Laberinto del Fauno’.</p>
<p>Year 12 Spring Term</p>	<ol style="list-style-type: none"> <li>1. Influence of Idols (7 weeks)</li> <li>2. Regional Identity (5 weeks)</li> <li>3. FILM: El Laberinto del Fauno – Director’s Themes (7 weeks)</li> <li>4. FILM: El Laberinto del Fauno – Character analysis (5 weeks)</li> </ol>	<ul style="list-style-type: none"> <li>• High frequency topic vocabulary</li> <li>• High frequency verbs</li> <li>• High frequency time phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Indirect object pronouns</li> <li>• Passive voice</li> <li>• Direct object pronouns</li> <li>• Present subjunctive</li> <li>• Perfect subjunctive</li> <li>• Numerals</li> </ul>	<p>Spring term: Past paper questions for Paper 1 component &amp; an essay on the book ‘La Casa de Bernarda Alba’.</p>

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		<ul style="list-style-type: none"> <li>• Idiomatic phrases</li> <li>• Social, cultural &amp; historical knowledge of post-war Spain</li> </ul>		
Year 12 Summer Term	<ol style="list-style-type: none"> <li>1. Cultural Heritage (6 weeks)</li> <li>2. Immigration (7 weeks)</li> <li>3. FILM: El Laberinto del Fauno – Essay writing techniques (13 weeks)</li> </ol>	<ul style="list-style-type: none"> <li>• High frequency topic vocabulary</li> <li>• High frequency verbs</li> <li>• High frequency time phrases</li> <li>• Idiomatic phrases</li> <li>• Social, cultural &amp; historical knowledge of post-war Spain</li> </ul>	<ul style="list-style-type: none"> <li>• The subjunctive (revision)</li> <li>• Demonstrative adjectives</li> <li>• Possessive adjectives</li> <li>• Imperatives</li> <li>• Revision of Present Tense</li> <li>• Revision of Imperfect tense</li> <li>• Revision of Preterite tense</li> <li>• Compound tenses</li> </ul>	
Year 13 Autumn Term	<ol style="list-style-type: none"> <li>1. Racism (5 weeks)</li> <li>2. Co-habiting (4 weeks)</li> <li>3. Youths of today, citizens of</li> </ol>	<ul style="list-style-type: none"> <li>• High frequency topic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of nouns and adjectives</li> <li>• Affirmative and negative opinions</li> </ul>	

	<p>tomorrow (5 weeks)</p> <p>4. BOOK: La Casa de Bernarda Alba – Synopsis, Social &amp; Historical context (7 weeks)</p> <p>5. BOOK: La Casa de Bernarda Alba – Scene by scene summaries (7 weeks)</p>	<ul style="list-style-type: none"> <li>• High frequency verbs</li> <li>• High frequency time phrases</li> <li>• Idiomatic phrases</li> <li>• Social, cultural &amp; historical knowledge of Spain and Andalucía in the early 20<sup>th</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of the conditional tense</li> <li>• Use of the gerund</li> <li>• Future tenses x2</li> <li>• Expressing obligation (must, have to, should, hay que &amp; hace falta que + present subjunctive)</li> <li>• Prepositions</li> <li>• Direct/indirect object pronouns</li> <li>• Present subjunctive</li> <li>• Imperatives</li> <li>• Perfect subjunctive</li> </ul>	
<p>Year 13 Spring Term</p>	<p>1. Monarchies &amp; Dictatorships (7 weeks)</p> <p>2. Protests &amp; Trade Unions (5 weeks)</p> <p>3. BOOK: La Casa de Bernarda Alba – Key themes and author’s intent (5 weeks)</p>	<ul style="list-style-type: none"> <li>• High frequency topic vocabulary</li> <li>• High frequency verbs</li> <li>• High frequency time phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of the preterite tense</li> <li>• Imperfect subjunctive</li> <li>• Using a sequence of tenses</li> <li>• If clauses + pluperfect subjunctive</li> </ul>	

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	<p>4. BOOK: La Casa de Bernarda Alba – Character analysis (4 weeks)</p> <p>5. BOOK: La Casa de Bernarda Alba – Writer’s methods (3 weeks)</p>	<ul style="list-style-type: none"> <li>• Idiomatic phrases</li> <li>• Social, cultural &amp; historical knowledge of Spain and Andalucía in the early 20<sup>th</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>• If clauses + imperfect subjunctive</li> <li>• The passive voice</li> </ul>	
<p>Year 13 Summer Term</p>	<p>At this stage in the curriculum, students’ ability to ensure examination responses reflect their understanding of curriculum content in full is the key skill that we develop. The examination skills needed to answer the A-Level Spanish examinations are taught explicitly. Opportunities to practise these skills are provided. These examination skills will include time management, recognition of types of responses required and the ability to utilise mark schemes to aid understanding. The intent is to allow students to reach their full potential by being able to demonstrate this in the required examination format. Alongside the examination skills, classroom teachers will use adaptive teaching, in response to formative assessments, to re-visit the curriculum areas which have not been fully understood by students.</p>			