

The MFL Curriculum

The MFL curriculum is mapped across five years and developed in conjunction with schools across the Redhill Academy Trust. We deliver schemes of work that are differentiated at a detailed level to ensure that we tailor all learning to pupil ability. There is an expectation that students will use their studied language routinely in lessons to develop fluency and confidence. In addition, students will build on prior knowledge whilst regularly revisiting key pronunciation and phonics. We have four key skills of listening, reading, writing and speaking, which are incorporated into each week and students are trained in how to learn new vocabulary. We aim to teach students the relevance of learning a new language, the importance of foreign languages in employment and society, and the origin of the many languages of the world. Students are exposed to languages in real situations and learn a range of vocabulary, which will be useful in necessary real-life situations. We encourage students to build on their language learning at home, and promote independent use of language-learning apps.

Extra-curricular

In MFL, we aim to run two residential trips abroad per year to France, Germany or Spain. These trips are available to all students and financial support is provided for Pupil Premium students. The trips allow students to experience the culture and language of their studied country. They can use their language in a real environment, experience travel and broaden their horizons beyond classroom learning. Within school, we offer extra-curricular homework help, intervention for those in need of making more progress, as well as a 'Mindful Mondays' enrichment activity for students who need an opportunity to unwind after school. We stay informed of university events and aim to give students the opportunity to explore language-learning opportunities beyond school.

Curriculum Intent

After 5 years of studying French, German or Spanish we intend that our learners:

Have the confidence, knowledge and skills to express themselves in their target language:

- Students are able to express their opinions on a variety of topical issues, giving a reason for their opinions
- Students are able to speak, write and understand the language in the past, present and future tenses
- Students possess the skills to manipulate grammar to adapt and be flexible in what they want to say and write

We aim for students to feel confident to speaking the language, both inside and outside of the classroom; we aim to foster a culture whereby students make and learn from mistakes, and learn from each other as much as they learn from us as teachers

Have high aspirations for their future and have experiences which broaden their cultural capital:

- Students are encouraged to discuss, listen to, speak and write about different viewpoints
- We pursue the cultural relevance of the languages, whilst promoting tolerance and diversity in all lessons
- We ensure that students know the heritage of the world's languages, why it is important that languages are different and why a country should maintain its language as a part of its culture
- Some students in Year 7 follow a Foundation Learning Pathway, ensuring that languages are accessible to all. We focus on learning a language through phonics and sounds, which has a beneficial impact on the reading ability of language learners
- We provide trips abroad each year and ensure that all students are given the opportunity to attend. The trips continue to thrive, building confidence of students to leave their home town, broaden their horizons and consider life in a different country
- We teach and learn about the future prospects of being able to speak a language, and explore where this opportunity may take our students in the future

We celebrate the success of students who have excelled in MFL and have a strong alumni of students who have studied beyond A Level – we share their stories and former students provide insight and advice for current students

Curriculum Implementation

We implement the intent of our curriculum through:

- Following a challenging curriculum; with a strong emphasis on building confidence through speaking from the outset
- Sharing our passion for learning languages and that they enjoy their language learning experience
- Providing stretch and challenge, as well as support for all abilities so that all students can access lesson content
- Providing timely intervention with a personal approach if a student is finding language learning difficult
- Encouraging all students to learn a language at GCSE but appreciate it is not the correct path for all. We tailor options advice, information and guidance surrounding the options process on an individual basis dependent upon each student's ability to cope with the demands of the GCSE course – we aim to strike an appropriate balance of students studying GCSE MFL and beyond
- Constantly striving to share good practice of MFL teaching and learning, both within our faculty and within the Trust; fostering an ethos of continual improvement

Subject	Spanish – Viva 1		Year Group: 7		
Unit/Topic	1 Mi vida – My life	2 Mi tiempo libre – My free time	3 Mi insti – My school	4 Mi familia y mis amigos – My family and my friends	5 Mi ciudad – My city
Skills	Core language / grammar Asking questions 1 st and 3 rd person present tense verbs Learning how to pronounce Spanish words Using the verb <i>ser</i> – to be Spelling words using the Spanish alphabet Using the verb <i>vivir</i> Variety of adjectives Qualifiers Simple connectives Variety of adjectives Qualifiers Simple connectives Using the verb <i>ser</i> – to be Using the verb <i>tener</i> Genders of nouns Asking questions Compound nouns Adjectival agreements	Reinforcing 1 st and 3 rd person verbs Core language Using the verb <i>tener</i> Wider variety of verbs and adjectives Time phrases Use of ‘gustarse’ Variety of adjectives Qualifiers Simple connectives Ordinal and cardinal numbers Phonics Pronunciation	Introducing a wider variety of pronouns Starting to conjugate verbs Opinion – singular/plurals Adverbs and frequency / time phrases Continued use of ‘gustarse’ Variety of adjectives Qualifiers Use of justifications with opinions	Opinions with reasons A wider range of adjectives plus qualifiers A wider range of connectives Word order Use of <i>ser</i> vs <i>estar</i> Modal verbs plus word order Verb <i>tener</i> Present tense – <i>tengo/soy</i> Pro/contra – debate vocabulary Writing to persuade Understanding positive and negative opinions with reasons Recap of numbers Time Time phrases Indefinite articles Future tense Opinions Use of ‘querer’	Recap of numbers Time Time phrases Indefinite articles Future tense Opinions Use of ‘querer’ Describing events in the past tense Understanding longer, more varied spoken texts Focusing on high-frequency words Researching Spanish-speaking places Making a tourist brochure Using familiar language in a new context Making your own board game Using familiar language in a new context Making your own board game
Knowledge	Phonics Counting to 31 Describing age Using the Spanish alphabet Saying where you live Describing your character Talking about your pets Describing the character of someone else	Saying what you like to do Saying what you do in your spare time Talking about the weather Saying what sports you do Reading about someone’s favourite things Taking part in longer conversations	Saying what subjects you study Giving opinions about school subjects Describing your school Talking about break time Understanding details about schools Writing longer texts about your school	Describing your family Describing your hair and eye colour Saying what other people look like Project on superheroes and villains Describing where you live Reading about the carnival in Cadiz	Describing your town or village Telling the time Ordering in a café Saying what you are doing at the weekend Understanding descriptions of towns Writing a blog about your town / activities

	Asking and answering questions about your belongings Learning nouns in Spanish	Christmas in Spain		Creating a video about yourself	Project – information for tourists
Recall/review from previous learning	None at this stage	Variety of adjectives Qualifiers Simple connectives Reinforcing 1 st and 3 rd person verbs Core language Using the verb tener Wider variety of verbs and adjectives	Reinforcing 1 st and 3 rd person verbs Core language Using the verb tener Wider variety of verbs and adjectives Time phrases Use of 'gustarse' Variety of adjectives Qualifiers Simple connectives Pronunciation	Comparisons Opinions Recap of numbers Time and time phrases Wider range of connectives	Opinions with reasons A wider range of adjectives plus qualifiers A wider range of connectives Word order Verb tener Understanding positive and negative opinions with reasons Time phrases Indefinite articles Future tense Opinions
Assessment	Listening / Reading assessment module 1 Big Write 1	Listening / Reading assessment module 2 Big Write 2	Listening / Reading assessment module 3 Big Write 3	Listening / Reading assessment module 4 Big Write 4	Listening / Reading assessment module 5 Big Write 5 Speaking
Cultural Capital, Equality, Diversity Inclusion	Where is Spain? In which countries do people speak Spanish? Discuss travel to Spain and potential for future travel on Spanish trip	Learning about Spanish Christmas and new year traditions – drawing comparisons	What the school day looks like in Spain and how lessons differ.	Carnivals in Spain and a deeper understanding of these Cadiz – the city	Project – tourism in Spain and tourist information about exciting/interesting parts of the country
Literacy/Numeracy	Literacy – capital letters, spelling, knowledge of terms, nouns, verbs, adjectives and adverbs Numeracy - Counting to 31 – opportunities for addition, subtraction	Literacy – larger reading texts, opinion phrases and justifications, revision of knowledge of terms, nouns, verbs, adjectives and adverbs Numeracy - Counting to 31 – opportunities for addition, subtraction	Literacy - larger reading texts about Spanish schools Big Write feedback/peer feedback Numeracy - timetable work Revision of numbers 1 - 31	Literacy – reading about Cadiz and carnivals in Spain Big Write feedback/peer assessment Numeracy – recap of larger numbers	Literacy – research project where lots of reading takes place and writing to inform is needed. Numeracy – looking at tourism figures in Spain

	Working out a % when peer marking L/R assessments				
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Subject	Spanish – Viva 2		Year Group: 8		
Unit/Topic	1 Mis vacaciones – My holidays	2 Todo sobre mi vida – All about my life	3 A comer – Let’s eat	4 Qué hacemos? - What are we doing?	5 Operación Verano – Operation Summer
Skills	Describing in the past using <i>preterite</i> Use of fui/fue Use of preterite regular endings Writing a paragraph about your holiday using past tenses Modal verbs plus infinitive to the end	Present tense Opinions Comparatives using más/menos Preterite Authentic texts Time phrases with present tense	Using a wider range of opinions Negatives Usted/Ustedes Near Future 3 tenses Speaking skills	Present tense regular verbs Using tengo que Using the verb salir Talking about sports Use of ‘me gustaría’ Querer/Poder Reflexive verbs Este/Esta/Estos/Estas	Adverbs of frequency and time phrases Word order with inversion verb second Holiday activities Directions vocabulary 3 tenses Giving opinions Using a variety of adjectives plus qualifiers Comparatives + superlatives Imperatives Listening skills Using mejor/peor Present tense (irregular verbs) Genders of nouns Using the perfect tense Using the verb <i>comer</i>
Knowledge	Talking about a past holiday Saying what you did on holiday Describing the last day on holiday Saying what your holiday was like	Saying what you use your phone for Saying what type of music you like Talking about TV Saying what you did yesterday Understanding a TV guide	Saying what food you like Describing mealtimes Ordering a meal Discussing what to buy for a party Project: Restaurant roleplay and acting	Arranging to go out Making excuses Discussing getting ready to go out Talking about clothes Talking about sporting events Describing a fancy dress outfit	Describing a holiday home Describing holiday activities Asking for directions Talking about Summer camps Describing a world trip outfit

	Giving a presentation about your holiday Using the present and preterite tense	Learning about young people's lives Project: Día de los Muertos		Writing about a problem	Discussing holiday destinations Project Giving an account of a party Using coping strategies when speaking Come dine with me/Ramsay's kitchen nightmares
Recall/review from previous learning	Opinion phrases Comparing present tense to preterite tense Adjectives/qualifiers	Present tense Opinions Preterite tense Time phrases	Present tense Types of food Questioning Adjectives	Present tense Questioning Adjectives Opinions with reasons A wider range of adjectives plus qualifiers A wider range of connectives Word order Genders of nouns Using the verb <i>comer</i>	Adverbs of frequency and time phrases Word order Holiday activities Directions vocabulary 3 tenses Giving opinions Using a variety of adjectives plus qualifiers Comparatives + superlatives Imperatives Listening skills Present tense (irregular verbs)
Assessment	Listening / Reading assessment module 1 Big Write 1	Listening / Reading assessment module 2 Big Write 2	Listening / Reading assessment module 3 Big Write 3	Listening / Reading assessment module 4 Big Write 4	Listening / Reading assessment module 5 Big Write 5 Speaking
Cultural Capital, Equality, Diversity Inclusion	Holidays in Spain, popular destinations and how the Spanish holiday	Project: Día de los Muertos	Different types of food in Spain and the culture surround food	Typical hobbies in Spain Clothing in Spain and fashion	Describing holidays in Spain and holiday camp/school activities during summer

Literacy/Numeracy	Literacy – how to form the preterite tense and compare with the present tense Numeracy – dates when going on holiday	Literacy – use of present and preterite tenses with opinions Numeracy - % worked out on assessments. Being able to say times for TV programmes.	Literacy – writing a roleplay in a restaurant setting Numerous – asking for different numbers of food/drink items	Literacy – use of present and present tenses with opinions Being able to ask people to do activities Numeracy - % worked out on assessments.	Literacy – use of 3 tenses and writing a kitchen nightmares play Numeracy - % worked out on assessments.
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Subject	Spanish - Viva 3 Red		Year Group: 9		
Unit/Topic	1 Somos así – We are like that	2 Orientate – Finding your bearings	3 En forma – In shape	4 Jóvenes en acción – Young people in action	5 Una Aventura en Madrid
Skills	Opinions Using ir/hacer/ser Present tense Near future Preterite Using a range of opinion phrases with reasons Revisit the past tense Question words for interviewing – speaking skills Reading for gist Role play vocabulary Asking questions	Using nouns and articles Using plural nouns Using adverbs of frequency and place Using reflexive and separable verbs Role play practice Tener que + infinitive Adjectival agreements Near future 3 tenses Using reference material Scanning a text	Using a range of more complex connectives to extend sentences Giving justified opinions plus different words for because with correct word order Interpreting opinions and understanding whether positive or negative Direct object pronouns Stem change verbs Reflexive verbs Using se debe and no se debe Me duele(n)	Using the verb poder and its conjugations Expressing opinions and justifications Complex sentences Question words Using ‘deber’ in particular ‘Se debería’ Use of the imperfect tense	Using expressions with the verb tener Using the superlative Using the comparative Using the simple future tense Saying the right things in different situations Reading authentic texts about Madrid Creating a virtual treasure hunt
Knowledge	Introduction to GCSE Talking about things you like Talking about your week Talking about films Talking about a birthday Talking about life as a celebrity Understanding descriptions of days out	Saying what you have to do at work Saying what job you would like to do Talking about your future Describing your job Checking for accuracy / new words Coping with authentic texts	Learning about diet Talking about an active lifestyle Talking about your daily routine Talking about getting fit Talking about ailments Giving a presentation about fitness	Talking about children’s rights Talking about fair trade Expressing your point of view Talking about recycling and world issues Talking about your town/city and issues facing it	Meeting and greeting people Talking about a treasure hunt Discussing buying souvenirs and shopping Talking about future plans Making yourself understood in difficult situations

				Fundraising Understanding a Peruvian folk tale	Reading an authentic text about Madrid
Recall/review from previous learning	Opinions Using ir/hacer/ser Present tense Near future Preterite Using a range of opinion phrases with reasons Revisit the past tense	Adjectival agreements Near future 3 tenses Using reference material Scanning a text	Giving justified opinions plus different words for because with correct word order Stem change verbs Reflexive verbs	Giving justified opinions Present tense verb endings Irregular verbs Question words Understanding authentic material	Introductions and introducing yourself Question words Shopping vocabulary Present tense verbs
Assessment	Listening / Reading assessment module 1 Big Write 1	Listening / Reading assessment module 2 Big Write 2	Listening / Reading assessment module 3 Big Write 3 Y9 mock exams	Listening / Reading assessment module 4 Big Write 4	Listening / Reading assessment module 5 Big Write 5
Cultural Capital, Equality, Diversity Inclusion	Life as a celebrity Birthday celebrations in Spain	The working world in Spain	Eating and lifestyle habits in Spain and the wider world	World rights and issues facing young people	Madrid and information about the Spanish capital
Literacy/Numeracy	Literacy – use of present and present tenses with opinions Preterite tense / Near future Being able to ask people to do activities Numeracy - % worked out on assessments.	Literacy – larger reading texts using reference materials. Scanning/skimming skills. Numeracy - % worked out on assessments.	Literacy – understanding the complex workings of reflexive verbs as well as designing a classroom presentation Numeracy - % worked out on assessments.	Literacy – larger reading texts using reference materials. Scanning/skimming skills. Numeracy - % worked out on assessments Present tense verbs and irregular 'poder'	Literacy – larger reading texts using reference materials. Scanning/skimming skills. Numeracy - % worked out on assessments Simple future tense

Subject	Spanish – Viva GCSE Higher		Year Group: 10		
Unit/Topic	1 Viva GCSE M1 Desconectate – Have a break	2 Viva GCSE M2 Mi vida en el insti – My life at school	3 Viva GCSE M3 Mi gente – My people	4 Viva GCSE M4 Intereses e influencias – Interests and influences	5 Viva GCSE M5 Ciudades - Cities
Skills	Preterite/Present/Near Future tenses Working out meanings of new words Using questions to form answers Imperfect tense Preterite tense Use of used Reading Writing	Using adjectives Opinions + plurals Justifying opinions in schools Comparing then and now Phrases followed by the infinitive Using object pronouns Exam skills Using desde hace	Using verbs in the present tense Using the past tense (perfect and imperfect) confidently Present tense Adjectival agreements Para + infinitive Extended responses Present continuous Ser/Estar	Using modal verbs Further practise of literary texts Using the future tense Finding a way to revise which works best for you Stem change verbs Adjectives Soler + infinitive Imperfect tense Perfect tense Present tense Past Third person Directions Use of 'hay' Directions	Present tense Past Third person Directions Use of 'hay' Directions Giving opinions in the past tense Using a range of pronouns Se puede Future tense Demonstrative adjectives Conditional Synonyms/Antonyms
Knowledge	Talking about the weather Past/present holiday activities Giving yours and others opinions Holiday preferences What you did and where you stayed on holiday Imperfect tense Talking about accommodation	School facilities School uniform School day Using comparatives and superlatives Using negatives School rules and problems Plans for a future school exchange Asking and answering questions	Family and socialising Describing people Social networking Arranging to go out Types of reading Friends and family	Free time activities TV programmes and films What you usually do Sports Trending topics Types of entertainment Who inspires you Talking about dates	Places in a town Directions Shopping Features of a region Future plans Clothes shopping Problems in a town Past visits

	Giving an account of a holiday in the past Using usted/ustedes	Talking about activities and achievements Using 'desde hace'			
Recall/review from previous learning	Tenses Adjectives Opinions with justifications Use of preterite/near future	Phrases followed by the infinitive Using object pronouns Exam skills Using adjectives Opinions + plurals School subjects	Using verbs in the present tense Using the past tense (perfect and imperfect) confidently Present tense Adjectival agreements	Modal verbs Present, preterite, imperfect tenses Use of 'hay' Literary texts	Present tense Past Third person Directions Use of 'hay' Directions
Assessment	Viva GCSE Listening / Reading assessment module 1	Viva GCSE Listening / Reading assessment module 2	Viva GCSE Listening / Reading assessment module 3	Viva GCSE Listening / Reading assessment module 4	Viva GCSE Listening / Reading assessment module 5 Y10 mock exam
Cultural Capital, Equality, Diversity Inclusion	Holidays in Spain, popular destinations and how the Spanish holiday	What the school day looks like in Spain and how lessons differ.	The family structure in Spain	Popular hobbies and free time activities in Spain	Cities in Spain, their history and comparisons between Spain and England
Literacy/Numeracy	Literacy – GCSE style writing questions Numeracy – being able to say time of flights, days travelled, dates and flight numbers. % worked out on assessments.	Literacy – Exam skills and larger writing pieces about school life Numeracy – timetabling and being able to say lesson time. % worked out on assessments.	Literacy – multiple tenses and extended responses to a range of questions Numeracy – describing people's ages. % worked out on assessments.	Literacy – revision activities using extended reading and writing Numeracy - % worked out on assessments. Talking about dates and times.	Literacy – use of the future tense whilst using different pieces of research Numeracy - % worked out on assessments.

Subject	Spanish - Viva GCSE Higher		Year Group: 11		
Unit/Topic	1 Viva GCSE M6 De Costumbre – Customs and traditions	2 Viva GCSE M7 A currar – The world of work	3 Viva GCSE M8 Hacia un mundo mejor – Towards a better world	4 Preparation for speaking exam	5 Preparation for Listening, Reading and Writing exams
Skills	Asking for help Using the passive Question words Avoiding the passive Reflexive verbs in the preterite Inferring meaning Absolute superlatives Expressions + infinitive	Verbs in different forms Preterite/Imperfect Varying language Present/Present continuous Indirect objects Saying what you could, should or would do Using modal verbs with correct word order Using masculine and feminine nouns Using conjunctions and intensifiers Recognising sequencers Conditional Subjunctive with cuando	Present subjunctive Subjunctive in commands Giving extended reasons Using comer Talking about environmental issues Writing to persuade Using comparative and superlative adjectives and adverbs Developing an awareness of the passive Pluperfect Explaining your point of view Imperfect continuous	Presentation skills Writing extended answers to exam questions Multiple tenses Opinions with justifications Adjectives Connectives Nouns Conjunctions and intensifiers Use of photo card and role play materials	Larger text reading skills Read extended answers to exam questions Multiple tenses Opinions with justifications Adjectives Connectives Nouns Conjunctions and intensifiers
Knowledge	Meal times and daily routine Illnesses Typical foods Festivals Describing a special day Ordering a meal Talking about a music festival Catch up Projects	Recap of basics Different jobs Job preferences How you earn money Work experience Importance of learning languages Using saber/conocer Applying for a summer job Writing a formal letter Discussing gap years Future plans	Types of house Talking about environment Healthy eating Diet related problems Global issues High numbers Local action Presenting a written argument Discussing healthy lifestyle International sporting events	How to prepare GCSE style Speaking questions Exam structures, the mark scheme and key areas to gain marks How to prepare both a role play and photo card within a time limit	How to answer GCSE style Listening and Reading questions Exam structures, the mark scheme and key areas to gain marks How to prepare for each exam with regards to key words Listening exam – how to prepare in the 5 mins preparation time Translation skills

			Natural disasters Translation skills Exam skills		
Recall/review from previous learning	Tenses Adjectives Opinions with justifications Use of preterite/near future	Verbs in different forms Preterite/Imperfect Varying language Present/Present continuous Indirect objects Saying what you could, should or would do Using modal verbs with correct word order	Present subjunctive Subjunctive in commands Giving extended reasons Using comer Using comparative and superlative adjectives and adverbs Developing an awareness of the passive	Revision materials taken from all 8 modules of Viva GCSE Focus on 3 tenses for Foundation and 5 for Higher candidates Sentence structure Translation skills	Revision materials taken from all 8 modules of Viva GCSE Focus on 3 tenses for Foundation and 5 for Higher candidates Sentence structure Translation skills
Assessment	Viva GCSE Listening / Reading assessment module 6 Y11 mock exam	Viva GCSE Listening / Reading assessment module 7	Viva GCSE Listening / Reading assessment module 8	GCSE Speaking exam	GCSE Listening + Reading exams + Writing
Cultural Capital, Equality, Diversity Inclusion	A detailed look at the traditions and customs throughout Spanish culture	The working world in Spain and how the Spanish day is set up	The environment and how we can make a positive change in the world	Cultural knowledge gained during the course used in answers	Cultural knowledge gained during the course used to answer questions appropriately
Literacy/Numeracy	Literacy – research into Spanish traditions and presentations on these. Numeracy – dates given when festivals began and take place. % worked out on assessments.	Literacy – job applications and writing formal letters Numeracy - % worked out on assessments.	Literacy – research and wider reading into the world, the environment and global issues Numeracy - % worked out on assessments.	Literacy – Numeracy - % worked out on assessments.	Literacy – Numeracy - % worked out on assessments.

Subject	Spanish		Year Group:	12			
	Aspects of Hispanic society: current trends			Artistic culture in the Hispanic world			Film project
Unit/Topic	1 Los valores tradicionales y modernos – Traditional and modern values	2 El ciberespacio – Cyberspace	3 La igualdad de los sexos – Equality of the sexes	4 La influencia de los idolos – The influence of idols	5 La identidad regional es Espana – Regional identity in Spain	6 El patrimonio cultural – Cultural heritage	Film – El Laberinto del Fauno
Skills	Cognates Imperfect tense Imperfect continuous Preterite tense Imperfect and preterite together Accents Nouns and corresponding verbs	Present tense Present continuous Comparatives Ser vs estar Future tense Conditional tense Summary writing Expressions Idioms	Use of indefinite and definite articles Pronouns Perfect tense Pluperfect tense Future perfect Conditional perfect Translation skills Gist and detail	Indirect object pronouns Passive voice Direct object pronouns Connectives and written work Translation skills Connectives and expressions	Present tense subjunctive Perfect tense in the subjunctive Numerals Listening skills Identifying correct and incorrect sentences Gap fill	Subjunctive tense Demonstrative and possessive adjectives Imperatives Breakdown comprehension Irregular verb endings	Film analysis Writing to analyse Larger writing project Multiple tenses Opinions Essay writing skills
Knowledge	21 st century family structure in Spain and how this differs to the past Trends in marriage over the ages Divorce and its stigma Religious history in Spain Influence of the church	The positives and negatives of the internet Positives and negatives of smartphones The influences of social networks	Women in the world of work The role of women at home Male chauvinism The role of feminism Understanding LGBTQ rights and how these have changed Gay marriage in Spain	The positive and negative influences of singers and musicians TV/Movie stars and the influences they have in society Influence of models and how they impact young people	Spanish customs and traditions Similarities and differences in Spanish gastronomy Languages spoken in Spain and issues ETA and its dark history	Ancient civilisations and civilisations that have contributed to Spanish culture Latin America Spanish and Latin American artists Diversity of Hispanic music and dance	Watching the film ‘El Laberinto del Fauno’ Analysing the film Research into the history of Spain in the civil war Who is the director and his work? Fairy tales and the world of imagination in the film Various themes within the film

Recall/review from previous learning	Present/Preterite Imperfect tense Nouns/Gender Verbs Adjectival agreements	Ser vs estar Present tense Conditional Expressions and idioms	Indefinite and definite articles Pronouns Conditional tense Translation skills	Present and preterite tenses Adjectival endings and word order	Revision of listening skills Vocabulary from previous units Numerals	Subjunctive Demonstrative and possessive adjectives Word order	Essay writing skills Film analysis Present, preterite and imperfect tense as well as perfect and subjunctive
Assessment	End of module assessments Larger written texts	Y12 opening AS Level exams	End of module assessments Larger written texts	End of module assessments Larger written texts	Y12 Paper 1 and Paper 2 mock exams	End of module assessments Larger written texts	Written essay based on the film
Cultural Capital, Equality, Diversity Inclusion	Marriage, customs, traditions and the church in Spain	Spanish society and the influences of social media	The world of work in Spain with particular focus on women, LGBTQ rights and marriage	TV and film culture Analysis of Hispanic films and culture	Customs and traditions Gastronomy Languages across Spain	Civilisations Artists Latin American history Dance	The Spanish civil war and life under Franco
Literacy/Numeracy	Literacy – larger written texts and reading comprehension. Numeracy – large numbers revised and dates	Literacy – larger written texts and reading comprehension. Numeracy – large numbers revised and dates	Literacy – larger written texts and reading comprehension. Translation skills. Numeracy – large numbers revised and dates	Literacy – larger written texts and reading comprehension. Translation skills. Numeracy – large numbers revised and dates	Literacy – larger written texts and reading comprehension. Translation skills. Numeracy – large numbers revised and dates. Numerals	Literacy – larger written texts and reading comprehension. Translation skills. Numeracy – large numbers revised and dates	Literacy – essay writing skills, analysis and larger written texts Numeracy – key dates in Spanish history

Subject	Spanish			Year Group:	13		
	Multiculturalism in Hispanic Society			Aspects of political life in the Hispanic world			Book project
Unit/Topic	1 La inmigración – Immigration	2 El racismo – Racism	3 La Convivencia – Living together in harmony	4 Jóvenes de hoy, ciudadanos del mañana – Young people today, citizens of tomorrow	5 Monarquías y dictaduras – Monarchies and dictatorships	6 Los movimientos populares – Popular movements	Book – La Casa de Bernarda Alba
Skills	Form and use the present tense Imperfect and preterite tense Compound tenses Dictionary skills Use of loan words Synonyms	Improving nouns and adjectives Conditional tense Future tenses Expressing approval/disapproval Translation skills Expressing obligation	Form and use prepositions Pronouns Adverbs Language for describing change Enhancing writing Structure an argument	Present subjunctive Imperatives Perfect subjunctive Negative expressions Data and trends Expressing an opinion and evaluation	Revision of the preterite tense Form and use imperfect subjunctive Sequence of tenses Speak and write as a historical figure Recognise and use ordinal numbers Comprehension	Use ‘if’ clauses + pluperfect subjunctive Use ‘if’ clauses + imperfect subjunctive Use of the passive voice Develop a wider use of vocabulary Varying sentence structure	Book analysis Writing to analyse Larger writing project Multiple tenses Opinions Essay writing skills
Knowledge	Positive and negative aspects of immigrations Immigration in the Spanish speaking world The problems facing illegal migrants	Racist and xenophobic attitudes How to combat racism and the measures taken Existing legislation and new changes	Different ways culture integrate in Spain Issues surrounding integration Coexistence Varying religions and their cohabitation	Importance of politics in young people’s lives Changing attitudes towards politics Young people nowadays The type of society young	Impact of the civil war Life under Franco Changes from monarchy and republic to dictatorship Dictatorships in South America	How effective protests and strikes are Describe and discuss the power of trade unions Discuss the 15-M movement in Spain	Life in Spain at the time of Lorca Cultural understanding of Spain with regards to the role of women/men Young people in 1930s Spain – particularly women The life of Lorca

Cultural Capital, Equality, Diversity Inclusion	Immigration in the Hispanic world Migrants from Mexico to the USA	Racism in the Hispanic world and how to combat it/what measures are being taken	How the Hispanic world copes with integration – the benefits and issues surrounding it	The Hispanic world and how politics influences young people and their attitudes	The Hispanic world and its attitudes towards monarchies and dictatorships How these movements changed the Hispanic world	Movements, protests, trade unions and strike actions in the Hispanic world	Knowledge of influential Spanish authors Life in 1930s Spain and change in societal views The role of women at the time
Literacy/Numeracy	Literacy – larger written texts and reading comprehension. Numeracy – large numbers revised and dates	Literacy – larger written texts and reading comprehension. Numeracy – large numbers revised and dates	Literacy – larger written texts and reading comprehension. Numeracy – large numbers revised and dates	Literacy – larger written texts and reading comprehension. Numeracy – large numbers revised and dates	Literacy – larger written texts and reading comprehension. Numeracy – large numbers revised and dates	Literacy – larger written texts and reading comprehension. Numeracy – large numbers revised and dates	Literacy – essay writing skills, analysis and larger written texts Numeracy – key dates in Spanish history