



Key Stage 5 Spanish Curriculum Map Department: MFL



An ambitious curriculum that supports the learning of all

| Year 12 | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 1 |
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| Unit Title | <ul style="list-style-type: none">Film Study: El Laberinto del FaunoAspects of Hispanic society – Current trends: Los valores tradicionales y modernos / El CiberespacioArtistic culture in the Hispanic world: La influencia de los ídolos | | <ul style="list-style-type: none">Aspects of Hispanic society – Current trends: El ciberespacio / la igualdad de los sexosArtistic culture in the Hispanic world: La influencia de los ídolos / el patrimonio cultural | | <ul style="list-style-type: none">Aspects of Hispanic society – Current trends: La igualdad de los sexosArtistic culture in the Hispanic world: El Patrimonio Cultural/La identidad regionalLiterary Study: Intro to La Casa de Bernarda Alba | |
| Skills | Listening and Speaking: <ul style="list-style-type: none">Using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of Spanishapplying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar in this specificationusing language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategieslistening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakersunderstanding the main points, gist and detail from spoken materialinferring meaning from complex spoken material, including factual and abstract contentassimilating and using information from spoken sources, including material from online mediasummarising information from spoken sources, reporting key points and subject matter in speech and writing | | | Reading and Writing: <ul style="list-style-type: none">reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessaryunderstanding the main points, gist and detail from written materialinferring meaning from complex written material, including factual and abstract contentassimilating and using information from written sources, including material from online mediasummarising information from written sources, reporting key points and subject matter in speech and writing | | Other skills developed: <ul style="list-style-type: none">develop research skills in Spanish, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where Spanish is spokenidentify a key question or subject of interest and select relevant information in Spanish from a range of authentic sources, including the internet • use information to illustrate knowledge and understanding of the research subjectanalyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion. |
| Iterative Links | GCSE Spanish – building on all grammar knowledge, Me, My Family and Friends, Technology, Customs and Traditions, Free Time (Food, Music, TV and Film) | | | | | |
| Knowledge & Understanding | Discuss theme, character, social and cultural context in film Know techniques to write an analytical essay Describe the various types of 21st century Spanish family and how these differ from the family model of the past Understand trends in marriage and how modern and traditional values differ Understand the situation regarding divorce Understand the religious history of Spain Discuss changes in the influence of the church Discuss the positive and/or negative influence of the Internet Discuss the positive and/or negative influence singers and musicians have on people | | Discuss the positive and/or negative effect of smartphones Consider the type of influence social networks have on society Discuss the positive and/or negative effect TV and cinema stars have in our society Consider the type of influence fashion models have on young people Discuss women in the world of work Study the role of women at home Discuss male chauvinism Look at the role of feminism Understand civilisations that contributed to the cultural heritage of Spain Discuss the pre-Columbian heritage of Latin America | | Understand and talk about changes to LGBT rights Discuss gay marriage in Spain and the Hispanic world Discuss Spanish and Latin American artists and the role of architecture in Spain Understand the diversity of Hispanic music and dance Describe and discuss Spanish customs and traditions Discuss the similarities and differences in the gastronomy of Spain Consider the languages that are spoken in Spain and the issues surrounding them Lorca, his life and influences La Casa – social, cultural and historical context of the time – from the Second Republic to the Civil War Understand plot, key themes and characters before reading | |
| Grammar | Irregular verbs – present and preterite tenses The passive voice and the avoidance of the passive Present subjunctive Use the imperfect and imperfect continuous tenses Use the preterite tense Use the imperfect and preterite tenses together Recognise cognates Know when to use accents Connect nouns with their corresponding verbs | | Use comparatives and superlatives <i>Ser</i> and <i>estar</i> Simple future tense Conditional tense Use indefinite adjectives and pronouns Use the perfect tense Use the pluperfect tense Use the subjunctive efficiently after verbs of emotion, surprise, doubt, etc. | | Use the future perfect Use the conditional perfect Understand and use efficiently demonstrative and possessive adjectives Use imperatives Use the present subjunctive of regular verbs Use the perfect tense in the subjunctive Use numerals | |

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| | Use the present and present continuous | | |
| Cross Curricular Links | SMSC/ PSHE: Reasons why people divorce and any problems that may arise, positive and negative role models, safe use of the internet, understanding and respect for other cultures Sociology: Family roles and changes, poverty and influence of technology RS: Changes and influence of the Catholic church History: The Franco Dictatorship in Spain and the role of women Music: Spanish traditional music and artists Film Studies: Cinematography, techniques, themes .etc. | SMSC/ PSHE: Pros and cons of mobile phone and social media – dangers and how to be safe, equality and diversity, understanding and respect for other cultures, body image and influence of the media Sociology: Feminism, family and households, work and welfare, poverty and influence of technology, influence of the media (models) History: Pre-Hispanic civilisations | SMSC/PSHE: Healthy eating, understanding and respect for other cultures and traditions Literature: Analysis of a play Music: Musical diversity Art: Architecture Food Technology: Regional gastronomy Politics: Reasons for and against regions wanting independence History: Second Republic and Spanish Civil War |
| Literacy | Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers/sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. | Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers/sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. | Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers/sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. |
| Numeracy | Statistics and numerical data analysis. | Statistics and numerical data analysis. | Statistics and numerical data analysis. |
| Assessment | Please refer to Assessment Map | | |
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| Year 13 | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 1 |
| Unit Title | <ul style="list-style-type: none">Literary Study: La Casa de Bernarda AlbaMulticulturalism in Hispanic Society: La inmigraciónAspects of Political Life in the Hispanic World: Jóvenes de hoy, ciudadanos del mañana / Monarquías y Dictaduras | | <ul style="list-style-type: none">Multiculturalism in Hispanic Society: El racismo / La convivenciaAspects of Political Life in the Hispanic World: Monarquías y Dictaduras / El Movimiento Populares | | <ul style="list-style-type: none">Revision of all topics, grammar and exam skills | |
| Curricular Objectives/Skills | Listening and Speaking: <ul style="list-style-type: none">Using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of Spanishapplying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar in this specificationusing language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategieslistening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakersunderstanding the main points, gist and detail from spoken materialinferring meaning from complex spoken material, including factual and abstract contentassimilating and using information from spoken sources, including material from online mediasummarising information from spoken sources, reporting key points and subject matter in speech and writing | | Reading and Writing: <ul style="list-style-type: none">reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessaryunderstanding the main points, gist and detail from written materialinferring meaning from complex written material, including factual and abstract contentassimilating and using information from written sources, including material from online mediasummarising information from written sources, reporting key points and subject matter in speech and writing | | Other skills developed: <ul style="list-style-type: none">develop research skills in Spanish, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where Spanish is spokenidentify a key question or subject of interest and select relevant information in Spanish from a range of authentic sources, including the internet • use information to illustrate knowledge and understanding of the research subjectanalyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion. | |
| Iterative Links | GCSE Spanish and Y12 – building on all vocab and grammar taught | | | | | |
| Knowledge & Understanding | Discuss theme, character, social and cultural context in the play Know techniques to write an analytical essay Discuss the positive and negative aspects of immigration Learn more about immigration in the Spanish-speaking world Discuss what problems illegal migrants might face Discuss the importance of politics in young people’s lives Understand why their attitude to politics is changing Discuss the unemployment situation amongst young people nowadays and how it is affecting them Understand the impact of the civil war Discuss life under Franco’s dictatorship Describe and discuss the changes from monarchy and republic to dictatorship in Spain Describe the transition from dictatorship to monarchy | | Describe and discuss racist and xenophobic attitudes in the Spanish-speaking world Understand and discuss measures to combat racism and their effectiveness Look at existing legislation against racism Discuss possible new legislation Understand and describe the different ways cultures integrate in Hispanic Society Understand and describe the issues surrounding the integration of different cultures within the sphere of education Understand and describe the coexistence of various religions in the Hispanic world Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina Consider and discuss how effective protests and strikes are Describe and discuss the power of trade unions Consider and discuss the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina | | All covered so far | |

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| Grammar | Form and use the present tense Revise the imperfect and preterite tenses Use compound tenses Use the present subjunctive Use imperatives Use the perfect subjunctive Revise the preterite tense Form and use the imperfect subjunctive | Improve use of nouns and adjectives Use conditional tenses Use future tenses Form and use prepositions Use pronouns Use adverbs Use a sequence of tenses Use if clauses + pluperfect subjunctive Use if clauses + imperfect subjunctive Use the passive voice | All covered so far |
| Cross Curricular Links | SMSC/ PSHE: Understanding and respect for other cultures Sociology: Immigration – positives, negatives and problems History: The Franco Dictatorship in Spain and the Civil War Literature: analysis of themes, characters .etc. in a play | SMSC/ PSHE: understanding and respect for other cultures Sociology: Integration and problems that arise, equality and protests Politics: Latin American dictators | All covered so far |
| Literacy | Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. | Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. | Developing reading skills, speaking, listening, critical thinking, extended writing, spelling (including key words). Use of grammatical terms when teaching and explaining grammar in relation to the English equivalents. Use of cognates and etymology to build knowledge of English Knowledge organisers / sentence builders improve awareness of sentence formation. Pupils will have access to authentic texts in the target language. |
| Numeracy | Statistics and numerical data analysis. | Statistics and numerical data analysis. | Statistics and numerical data analysis. |
| Assessment | Please refer to Assessment Map | | |