

## Subject overview: MFL - Spanish KS5

### Subject Rationale (Intent) linked to [whole school curriculum mission](#)

#### In brief ( no more than four sentences)

The MFL curriculum at St Edmund's allows all students to develop an interest and enthusiasm for learning about the wider world.

We teach grammar, vocabulary and phonics throughout the key stages through a variety of engaging activities, and students are encouraged, supported and challenged to use a wide range of linguistic skills to enable them to communicate with speakers of Spanish in real life situations. In language lessons at St Edmund's there is a strong connection and relevance to the lives of young people in our community, underpinned by a breadth of cultural capital in order to widen horizons, engender respect for the traditions and faiths of others and mould truly global citizens

#### Additional details

*In KS5 languages at St Edmund's, the curriculum follows the AQA specification in order to prepare students for the A Level exams in Spanish / French. The **three** exams are: Paper 1 (LISTENING, READING, WRITING) and Paper 2 (WRITING) assesses the ability to evaluate and analyse one text and one film in Spanish and Paper 3 (SPEAKING) - students research and prepare an individual project for the Speaking exam. We build upon the language skills and vocabulary/grammar/phonics acquired during KS3+4 in order to move students on from intermediate to advanced level.*

*The topics to be covered by students at KS5 have been chosen to cover key grammar and topics studied in the AQA A Level programme. MFL teachers endeavour to create keen linguists by using key linguistic terminology regularly and creating an awareness of etymology of vocabulary, which in turn builds students' literacy in a holistic sense.*

*With a view to building on cultural capital gained at KS3+4, there is much scope for cultural content for students built into the programme topics such as festivals, modern societal issues, rituals, spiritual customs and traditional values of the hispanic world - liberating students from insularity and celebrating the diversity of the world in which we live. There are whole units which build and develop the whole child and teachers use these lessons to build on personal development as well as prepare students for the exam style questions that they will encounter at the end of the two year programme. Many of the tasks and expectations are linked to University style tasks - and lessons take a seminar style approach. Students are often asked to prelearn or research a topic before it is learned, to enable further, informed discussion in the classroom. Students are given a grammar workbook in which there are paper 1 style tasks, and grammar practice exercises.*

*There are weekly vocabulary/grammar audits to recycle vocabulary and practise key grammar as well as high frequency words. Students are encouraged to learn and recognise high frequency words in readings and listenings to succeed with top grades.*

*A successful KS5 implementation should result in strong A Level grades and, ideally, consideration for MFL at further education level.*

**YEAR 12**

<b>TERM</b>	<b>Topic sequence</b> (What are you teaching?)	<b>Topic sequence rationale</b> (Why are you teaching this? How does it link to prior learning? Any notable links to <a href="#">St Edmund's curriculum mission</a> )	<b>Main method of assessment?</b>
Term 1:1	<p><b>PAPER 1 =</b>  <b>Module 1: La Familia Tradicional y Moderna</b></p> <p>-</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- imperfect</li> <li>- preterite</li> </ul> <p><b>Phonics:</b>  rules of pronunciation practised when reading aloud</p> <p><b>PAPER 2 = PAN'S LABYRINTH</b></p>	<p>We begin with the first of the 12 topics, as we follow subsequent themes set out on AQA programme. We use Kerboodle</p> <p>For Paper 2, we introduce the social context of the Spanish Civil war - as this is the setting for the film in Paper 2 and provides at the same time context for the traditional family values in Spain. After context has been set and established, we watch the film once with no tasks. Then we begin to break down the characters, setting, themes</p>	Audits 1-8:
Term 1:2	<p><b>Module 2: El ciberespacio</b></p> <p><b>Vocabulary:</b></p> <p>-</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- present conjugations</li> <li>- irregular and stem changing verbs</li> <li>- present continuous</li> <li>- ser/estar</li> <li>- comparatives</li> </ul> <p><b>Phonics:</b>  rules of pronunciation practised when reading aloud</p> <p><b>PAPER 2 = PAN'S LABYRINTH</b></p>	<p>This half term we move on to Cyberspace to develop on the topic of technology started in KS3 +4. There is a wider focus on the advantages and disadvantages for society and how the hispanic world deals with them.</p> <p><b>Paper 2 = We begin to look at past papers and the mark scheme, focussing on AO4 and how to be successful at it. (Analysis and Evaluation of key concepts)</b></p>	<p>Audits 9-15:</p> <p><b>END OF TOPICS TEST (THEME 1 and 2)</b></p> <p><b>3 x Homework essays for Paper 2</b></p>
Term 2:1	<p><b>Module 3: Los derechos</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- as per topic (KERBOODLE)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- perfect tense</li> </ul>	<p>This topic is about the rights of different groups of people. We look at feminism and male chauvinism in the hispanic world. These topics challenge students and develop their cultural awareness</p> <p>For Paper 2, we introduce the social context of pre Spanish Civil</p>	Audits 16-20:

	<ul style="list-style-type: none"> <li>- future perfect</li> <li>- pluperfect tense</li> </ul> <p><b>Phonics:</b> rules of pronunciation practised when reading aloud</p> <ul style="list-style-type: none"> <li>-</li> <li>- <b>PAPER 2 =La Casa de Bernarda Alba</b></li> </ul>	<p>war - as this is the setting for the play in Paper 2 and provides at the same time context for the rights of people in Spain. After context has been set and established, we read the play once with no tasks. We watch it on YouTube and then we begin to break down the characters, setting, themes</p>	
Term 2:2	<p><b>Module 4: La influencia de los ídolos</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- as per kerboodle text</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- direct and indirect object pronouns</li> <li>- passive “se”</li> </ul> <p><b>Phonics:</b> rules of pronunciation practised when reading aloud</p> <p><b>PAPER 2 =La Casa de Bernarda Alba</b></p>	<p>In this topic we study key hispanic idols now and in the past, we look at their responsibility to the public in particular young people and students do a mini IRP on one famous person to practise the skills for the speaking exam.</p> <p><b>Paper 2 = We begin to look at past papers and the mark scheme, focussing on AO4 and how to be successful at it. (Analysis and Evaluation of key concepts)</b></p>	<p><b>Audits 21-25:</b></p> <p><b>END OF TOPICS TEST (THEME 3 and 4)</b></p> <p><b>3 x Homework essays for Paper 2</b></p>
Term 3:1	<p><b>Module 5: La Identidad de España</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- as per kerboodle</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- subjunctive</li> <li>- numerals / ordinal numbers</li> </ul> <p><b>Phonics:</b> rules of pronunciation practised when reading aloud</p> <p><b>PAPER 2 =La Casa de Bernarda Alba</b></p>	<p>This topic is culturally extremely rich with the focus on gastronomy, languages and art from Spain. There are cross curricular opportunities with geography, politics and creative subjects.</p> <p><b>For Paper 2 - we go back to Pan’s Labyrinth and revisit the themes / characters as well as La Casa de Bernarda Alba. We combine this with Paper 1 style tasks so that we are practising the skills needed for paper 1 together with the content needed for paper 2.</b></p>	<p><b>Review Audits as starters or homework</b></p>
Term 3:2	<p><b>Module 6: El patrimonio cultural</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- as per kerboodle</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- subjunctive expressions practise</li> </ul>	<p>The last Y12 topic is cultural heritage which of course develops sociocultural awareness. This relies on a backdrop of history where we ensure students understand the connections between a country’s history and its present. There is a prelude to racism which is a topic for next year.</p>	<p><b>END OF YEAR 12 MOCK EXAM:</b></p> <p><b>June 2022</b></p>

	<p><b>Phonics:</b> rules of pronunciation practised when reading aloud</p> <ul style="list-style-type: none"> <li>- <b>PAPER 2 =both, review for Mock paper</b></li> </ul>	<p>For paper 2 we look at practise questions - WAGOLL and WABOLL with mark schemes and students peer mark.</p> <p>Paper 3 - IRP introduction and expectations, students are introduced to the concept and mark scheme for Speaking exam and their background prep begins over summer tasks.</p>	<p>Paper 1 AS level</p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Listening</li> <li>- Writing</li> <li>-</li> </ul> <p>Paper 2 full (Sports Hall)</p> <ul style="list-style-type: none"> <li>- essays x 2</li> </ul>
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Summer Homework Booklet given to ensure continuity and preparation continues

[Y12 into 13 Summer Tasks Prep Booklet](#)

YEAR 13			
TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to <a href="#">St Edmund's curriculum mission</a> )	Main method of assessment?
Term 1:1	<p><b>Module 7: La inmigración + El Racismo</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>-</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- present</li> <li>- preterite</li> <li>- imperfect</li> </ul> <p><b>Phonics:</b> rules of pronunciation practised when reading aloud</p>	<p>There are a further 6 x topics to learn this year, which we change to cover 2 x topics per half term, to ensure that the content is covered by February mocks.</p> <p>Inmigración y el Racismo are the first two on the AQA programme, so we start with these. They link and overlap which is useful and we ensure we use examples from across the Hispanic world to develop socio cultural issues. This links into Catholic Social Teaching of tolerance and respect.</p> <p>Paper 2: We reread La Casa de Bernarda Alba and focus on</p>	Audits 1-8

	<b>PAPER 2: Re read La Casa de Bernarda Alba</b>	<p>key quotes and themes for AO4 analysis. Students write an essay every two weeks for homework to practise</p> <p>Paper 3 - IRP preparation begins . Students have to choose their topic by end of September.</p>	
<b>Term 1:2</b>	<p><b>Module 8: 9 - La convivencia (INTEGRATION)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- as per kerboodle text book</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- future tenses</li> <li>- conditional</li> </ul> <p><b>Phonics:</b></p> <p>rules of pronunciation practised when reading aloud</p> <p><b>PAPER 2: Re watch Pan's</b></p>	<p>Due to mocks, we use this half term to study la convivencia and conduct revision of topics 1-9 to ensure students are prepared for Mocks. This includes ExamPro past questions as well as the Kerboodle Text Book examples and the Red Workbook examples to practise.</p> <p><b>Paper 2</b> We rewatch Pan's Labyrinth and focus on key scenes for AO4 analysis and evaluation. Students write an essay every two weeks for homework to practise.</p> <p><b>Paper 3 - IRP</b> preparation continues. Students have to have a draft of their speech ready by the end of December Term.</p>	<p><b>Audits 9-15</b></p> <p><b>YEAR 13 MOCKS 1</b></p> <p><b>Paper 1 AS July 2023 (IN CLASS)</b></p> <p><b>Paper 2 - A Level July 2019 IN CLASS</b></p> <p><b>Paper 3 - IN CLASS Discussion Card Only 2019 AS level</b></p>
<b>Term 2:1</b>	<p><b>Module 10 +12 : Jóvenes de hoy, ciudadanos de mañana + Movimientos Populares</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- as per kerboodle text book</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- prepositions</li> <li>- pronouns</li> <li>- adjectives</li> </ul> <p><b>Phonics:</b></p> <p>rules of pronunciation practised when reading aloud</p>	<p>This half Term we join the topics of Youth of Today with Popular Movements as there is a natural crossover of important issues. Students learn about 11M, 15M, strike action in Spain and Argentina</p> <p><b>Paper 2</b> We cowrite essays on Pan's Labyrinth and La Casa - changing every 2 weeks (Week 1 - co write, Week 2, peer assess and improve)</p> <p><b>Paper 3 - IRP</b> preparation and practise. Students to have written and started to learn their IRP now.</p>	<p><b>Audits 16-20</b></p>
<b>Term 2:2</b>	<p><b>Module 11= Monarquías + Dictaduras</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- as per Kerboodle book</li> </ul> <p><b>Grammar:</b></p>	<p>The final Paper 1 topic is Monarchies and Dictatorships. Most of the Franco unit we have covered during paper 2 preparations so we centre the focus on the Spanish Monarchy and Latin American dictatorships.</p>	<p><b>ZIGZAG PRACTICE PAPER 1 (#1)</b></p> <p><b>Paper 1 A Level July 2023 Sports Hall</b></p>

	<p>- imperfect subjunctive and if clauses.</p> <p><b>Phonics:</b> rules of pronunciation taught when reading aloud</p>	<p><b>Paper 2: Paper 2</b> As a part of Paper 3 preparations, students pick a theme or character as a focus and create and IRP. This way, students can have a full speaking mock including IRP as practise.</p> <p><b>Paper 3 - IRP</b> and discussion card practice. Students should have their IRP ready and memorised by now. Students should give the teacher a list of 5-10 questions surrounding their research - to which they know the answers. They practise together and with any teaching support assistants or fellow native VI Form students - as teachers are not allowed to mark or help with this part of paper 3.</p>	<p><b>Paper 2 - A Level July 2023 IN CLASS</b></p> <p><b>Paper 3 - IN CLASS Discussion Card 2023 AS level and Paper 2 content for IRP</b></p>
<b>Term 3:1</b>	<b>SPEAKING EXAMS</b>	<p><b>PRIMARY FOCUS: Speaking EXAMS</b> At this point the focus shifts to Speaking exam prep and exam practice.</p> <p>Depending on exam windows and Easter dates, students will build on their speaking exam preparation in class with exam style activities and mini mock practice with teacher or speaking assistant. This will have a dual purpose of practising for their speaking exam, and reviewing the 12 topics covered at A LEVEL</p> <p>Once speaking exams are completed the focus is each of the remaining 2 x paper in the upcoming lessons.</p> <p>This is where each year the exam cohorts will have varying needs for levels of support and focus. Teachers will share resources and allocate tasks accordingly</p>	<p><b>ZIGZAG PRACTICE PAPER 1 (#2)</b></p> <p><b>ZIGZAG PRACTICE PAPER 1 (#3)</b></p>
<b>Term 3:2</b>	<b>EXAMS</b> -	<p>This is where each year the exam cohorts will have varying needs for levels of support and focus. Teachers will share resources and allocate tasks accordingly to ensure that students have the adequate support</p>	<b>In class exam style tasks</b>