

## Topic Sequencing and Rationale

### KS3 Spanish

	Year	What is taught? Overview of Topics	Why this? Why then?
KS3	7	<ul style="list-style-type: none"> <li>All about me</li> <li>How do teenagers live elsewhere?</li> <li>Planning a trip (Barcelona)</li> </ul>	<ul style="list-style-type: none"> <li>Key knowledge for second language acquisition is developed (and revisited from KS2) from the outset through explicit study of cognates, phonics, and key conceptual differences such as masculine/feminine and word order. Students can then situate further learning through a firm foundation of how language differs/ is similar/ and is therefore acquired effectively.</li> <li>Implicit approaches to basic language such as greetings, age, name etc allow for better challenge and KS2→KS3 transition. This allows students to create extended passages within short time periods by expressing justified opinions; confidence is key for second language acquisition, so students are provided with early opportunities to experience success.</li> <li>To develop students' cultural capital early and whilst motivation is historically at its highest, practical approaches to the acquisition and application of language is emphasised through development knowledge to be able to plan trips and holidays abroad giving students real 'purpose' for their learning.</li> </ul>
	8	<ul style="list-style-type: none"> <li>Role models and me</li> <li>How do other countries holiday?</li> <li>At the till</li> </ul>	<ul style="list-style-type: none"> <li>Further opportunities for cultural study are provided through the study of key culturally influential celebrities; progression is developed through in-context study of biography and informative texts. Challenge is therefore self-evident as most texts will be authentic second language texts.</li> <li>Students are then asked to reflect on their own cultural understanding and compare to that of another country through the study of holiday habits. Students' abilities to describe their own experiences are therefore developed through the study of other countries providing even deeper knowledge of the world around them.</li> <li>Students have historically bemoaned the lack of real-life language use (e.g. describing items in the pencil case); practical knowledge linked to activities of interest is therefore developed e.g. ordering in a restaurant; purchasing fast-food etc. Spontaneous speaking and interaction with a foreign language is therefore developed further following explicit study of key underpinning grammar and structures (three-time frames; high frequency communicative expressions e.g. hay...)</li> </ul>
	9	<ul style="list-style-type: none"> <li>Customs and traditions in Spain</li> <li>Modern living: influence of technology</li> <li>Life on the big screen</li> </ul>	<ul style="list-style-type: none"> <li>With the opportunity to continue exposure of more students to MFL than we currently do, cultural appreciation is at the forefront of the Y9 curriculum; if this is the last year of study for them in MFL we want to ensure they gain powerful knowledge of the cultures and societies in which the language they are learning is spoken.</li> <li>Cultural capital and raising aspirations to visit and experience these countries is also promoted through the curriculum study of traditions, festivals, and films; language is used communicatively, building upon grammatical and linguistic development over the previous two years.</li> <li>Understanding of challenging concepts such as race relations, conflict and culturally significant events is developed through film studies which aims to develop students linguistic but also societal understanding and ability to offer extended and justified views of stimuli; a key aim is to develop students' cultural and linguistic competence through carefully supported and scaffolded film studies.</li> </ul>

## Topic Sequencing and Rationale

### KS4 Spanish

	Year	What is taught? Overview of Topics	Why this? Why then?
KS4	10	<ul style="list-style-type: none"> <li>• Self and family</li> <li>• Free time</li> <li>• Healthy living</li> <li>• School</li> <li>• Holidays</li> <li>• Revision and extended writing</li> </ul>	<ul style="list-style-type: none"> <li>• Rationale of KS4 curriculum is to focus on the individual/ self; then to others (family and friends/ individuals); to places in their immediate world and lived experiences; to finally the larger society and world around them.</li> <li>• Students need to contextualise their lives within national and global citizenship and develop cultural knowledge and understanding by comparing their lives and lived experiences with other young people and societies.</li> <li>• Grammar and linguistic structures are first of all revisited from KS3 but then built upon with different tenses within each time frame; challenge is embedded throughout in the topics and resources selected (e.g., creative writing tasks for holidays) and necessitates progression from the more 'formulaic' approach taken at KS3 which seeks more to embed key high frequency language and verbs</li> </ul>
	11	<ul style="list-style-type: none"> <li>• Town and Environment</li> <li>• Global Issues</li> <li>• Plans for the future</li> <li>• Exam preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Topics and areas of study are both thematically and contextually linked to the students' chronological ages, the study of environment, global issues, and future plans links with other subject curricula e.g., Personal Development but also to their own immediate areas of interest e.g., careers and future plans.</li> <li>• Due to the challenging nature of the themes, students are more mature and better able to access complex concepts for discussion and therefore offer more developed views on the topics chosen.</li> <li>• More advanced linguistic topics e.g., the subjunctive mood, lend themselves to these subjects and therefore allow for a clear progression to study of A Level.</li> </ul>

## Topic Sequencing and Rationale

### KS5 Spanish

	Year	What is taught? Overview of Topics	Why this? Why then?
KS5	12	<ol style="list-style-type: none"><li><b>1. Regional identity in Spain</b></li><li><b>2. Cultural Heritage</b></li><li><b>3. Cyberspace</b></li><li><b>4. Equality of the sexes</b></li><li><b>5. The influence of idols</b></li></ol>	<p>1/ Students begin their studies by learning that Spain is more than simply one country, but rather 17 regions, each with their own unique identity and culture. At GCSE students have already gained some knowledge about the cultural differences and celebrations that make the autonomous regions of Spain so different from each other. They will now explore individual regions in much more depth, gaining powerful knowledge about the traditions, food and in some cases languages of these areas.</p> <p>2/ This next unit introduces students to the wonders of the Hispanic World, so that they gain the knowledge of how pre-Columbian cultures influence Latin American countries today. More than 450 million people speak Spanish across the globe and this unit explores the rich cultural diversity of art, architecture, music and dance throughout Spain and Latin America. These first 2 units of study engage students in the excitement of all that the Hispanic world has to offer in terms of heritage and culture.</p> <p>3/ Students have studied the topic of technology at GCSE and this unit builds upon their prior knowledge of vocabulary and expressing opinions about technology. Students now study this theme in considerable depth and consider the use of and the advantages and disadvantages of technology in the Hispanic World. The previous two units have enabled students to study the beauty and delights of Hispanic countries. They now progress to considering current and serious issues which are occurring. Rather than giving generalised opinions as students were able to do at GCSE, they now learn to give specific examples such as the problem of digital piracy in Mexico, or the lack of access to technology in Bolivia</p> <p>4/ Students continue to study other important themes in modern day Spain and Latin America. Whilst all students have personal experience of cyberspace, they may have not yet considered issues such as the role of women in the labour market, particularly in other countries. As students mature, they learn to evaluate problems such as discrimination against women, and gay and transgender people. They learn to compare events in their own society and evaluate the effectiveness of potential solutions to situations where there is injustice. Students are encouraged to provide their own ideas for resolving discrimination and unfairness in society.</p> <p>5/ Having studied some of the issues which affect the Hispanic world, such as transgender rights and discrimination against women, students now study the influence of famous Hispanic people upon our society and their influence. Students consider whether idols should become involved in politics, therefore it is vital for students to be politically</p>

		<p><b>6. Modern and traditional values</b></p> <p><b>7. Film study –</b> María Ilena eres de gracia</p> <p><b>8.</b> Revision and exams</p> <p><b>9. Introduction to the Individual Research Project.</b></p> <p><b>10. Introduction to Federico Garcia Lorca and La Casa De Bernarda Alba.</b></p>	<p>aware and to have already considered topical issues. Students further develop their confidence in speaking about their own personal beliefs, how to consider the viewpoints of others and how to defend their own points of view.</p> <p>6/ Having studied modern Hispanic society, students now study the political and religious history of Spain and reflect upon the changes in society. Spain has a unique political history, with its citizens having lived through a civil war, a dictatorship and a transition to democracy. They now live in one of the most liberal countries in Europe. This unit of study also prepares students for Year 13 when there is an emphasis on the political history of Spain and Latin America, which has a history of military dictatorships.</p> <p>7/ Throughout Year 12 students will have developed the linguistic competence to write long essays. The study of this film enables students to reflect on social problems in Latin America, focusing upon Colombia, and why vulnerable people choose to become involved in the drugs trade.</p> <p>8/ Students complete end of year exams. Past papers will have been interleaved throughout the year.</p> <p>9/ Students learn how to evaluate information and select important knowledge for presentation and discussion. Now that students have completed one year of study, they have had time to think about the areas of the course that particularly interest them.</p> <p>10/ Students are introduced to the poet and playwright Federico García Lorca and commence their study of the play – La Casa De Bernarda Alba which is on the Year 13 A level specification.</p>
	<b>13</b>	<p><b>1. Study of La Casa De Bernarda Alba.</b></p> <p><b>2. Immigration</b></p>	<p>1. Students read the play over the summer. It is important to study the play at the beginning of the year so that there is sufficient time to practise related analytical essays throughout the year. Students' prior knowledge of film and literary analysis of characters and themes is built upon. The understanding of Spanish literature both linguistically and thematically means that the study of the play needs to take place after as much exposure to underpinning skills and themes as possible.</p> <p>2. Students learn more about immigration in the Spanish speaking world and the problems immigrants face. This builds upon prior knowledge and study in Year 12 of the film María Ilena eres de gracia. Students therefore have an informed understanding of the push and pull factors in the Latin American world with regards to immigration. More complex ideas are explored with increasingly more detailed linguistic and grammatical structures.</p>

		<p><b>3.Racism</b></p> <p><b>4. Integration of cultures in Hispanic society</b></p> <p><b>5. The dictatorship of Franco.</b></p> <p><b>6. The evolution of the Monarchy in Spain.</b></p> <p><b>7. Latin American Dictators</b></p> <p><b>8. Social Protests</b></p> <p><b>9.The effectiveness of protests and strikes</b></p> <p><b>10. The power of the unions</b></p> <p><b>11. Political activism or apathy of young people.</b></p> <p><b>12. Youth Unemployment</b></p> <p><b>13. Ideal Society</b></p>	<p>3. Racism is an issue which unfortunately immigrants and Spanish gypsies face. Students will study specific examples of racism and most importantly consider measures to combat racism and evaluate their effectiveness. Students will consider current legislation and discuss possible new legislation.</p> <p>4. During this unit of study students will learn about how different cultures and religions integrate successfully in the Hispanic world. They will also consider past and potential threats to harmonious integration, for example Basque terrorism and the Catalan Independence Movement.</p> <p>5. Having studied the changes in Spanish society since the Franco dictatorship during Year 12 students now study in considerable depth the civil war, life under the Franco dictatorship and the impact of the dictatorship upon the Spanish people even now, for example by studying 'La Ley de la Memoria Histórica.'</p> <p>6. Students study how Spain transformed from a dictatorship to a democracy and the role of King Juan Carlos in this transition. Students will learn about the popularity of King Juan Carlos but also his downfall. They will consider reasons in favour of and against monarchies and republics.</p> <p>7. After studying the dictatorship of Franco students learn about several other dictatorships in Latin America, particularly in Panama, Chile, Argentina and Cuba.</p> <p>8. Having studied the brutality of some of the Latin American dictatorships the protests of the Madres De La Plaza De Mayo links the Latin American Dictators and Social Protests units together. Students then study other important protests which have taken place in Spain and Latin America.</p> <p>9. Students evaluate the effectiveness of protests and strikes.</p> <p>10. Students learn about trade union membership in Spain and Latin America. They learn about workers' rights and in some cases lack of rights in different Hispanic countries.</p> <p>11. During previous units students have learnt a lot about politics. They now consider the attitudes of young people towards politics – are they passionate and want change or apathetic? Students study how young people in the Hispanic World have protested and become involved in politics.</p> <p>12. Students learn about the unemployment situation amongst young people in the Hispanic World and how it is affecting them. They consider what can be done to try and improve the situation.</p> <p>13. Students learn about the type of society young people in the Hispanic World want to live in.</p>
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		<b>Individual Research Project</b>	<p>The Individual Research Project is finalised towards the end of A Level study to provide a synoptic opportunity for students to explore, research and present a critical piece of research based on an area of more in-depth study inspired by the other topics present on the syllabus. Students will be required to build upon and demonstrate increasing confidence with concepts of presentation, critique and debate.</p>
		<b>Revision- Topics, film, play and exam Skills</b>	<p>Students prepare for the A level examination. AS level topics must be re-visited, and students continue to practise past examination papers and speaking cards. Students prepare themselves for the IRP part of the examination.</p>