

MFL KS5 Curriculum Intent, Implementation and Impact Overview

	Year: 12 Subject: Spanish IMPLEMENTATION					
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
AQA A level specification coverage, key concepts and skills ('Big Ideas')	<p>Context: Grammar reinforcement AQA 3.1.1 Traditional & Modern Values Key Vocabulary: All key grammatical terms e.g. pronoun, conjugate, article, intensifier, paradigm, compound; past historic, auxiliary Prior Learning / LTM: All tenses covered at KS3/4, gender/agreement, GCSE topic: family/relationships</p> <p>Cultural Capital: Family/relationship trends in Hispanic countries. Relationship values.</p>	<p>Context: AQA 3.1.1 'Cyberspace' AQA 3.1.1 Equality of the Sexes Key Vocabulary: Object pronoun, infinitive, interrogative, conjugate, coordinating, subordinating, temporal, casual Prior Learning / LTM: GCSE topic: technology, revisit infinitive constructions, revisit opinion phrases, revisit ser vs estar, revisit present tense & present continuous Cultural Capital: Technology trends/issues in Hispanic countries. Online safety. LGBTQ+ associations in the Hispanic world. Feminist movements in the Hispanic world.</p>	<p>Context: AQA 3.1.1 Equality of the Sexes AQA 3.2.1 The influence of 'idols' Key Vocabulary: Direct & indirect object pronouns, comparative, superlative, subjunctive, passive voice Prior Learning / LTM: GCSE topic: social issues, revisit future, conditional and imperfect tenses, revisit <i>si</i> clauses Cultural Capital: Awareness of contemporary Hispanic musicians and film/tv stars. Fashion trends in the Hispanic world.</p>	<p>Context: AQA 3.2.1 Regional Identity in Spain Key Vocabulary: Hispanic, gastronomy, diversity, imperative, subjunctive, modal, numerals Prior Learning / LTM: KS3/4: Hispanic geography, la Hispanidad, Spanish festivals and customs, revisit questions forms, revisit modal verbs, develop use of subjunctive Cultural Capital: Awareness of geography in Spain, understanding the concept of 'Hispanidad', awareness of regional languages, gastronomy & traditions/festivals</p>	<p>Context: AQA 3.2.1 Cultural Patrimony Film study Key Vocabulary: Imperatives, demonstrative, subjunctive, protagonist, cinematography Prior Learning / LTM: KS3/4: Spanish history, develop use of subjunctive, revisit imperfect tense, revisit infinitive constructions Cultural Capital: Pre-Hispanic heritage of Latin America. Spanish music, art and architecture through time. Moorish influence on Spain.</p>	<p>Context: Film study Individual research project Key Vocabulary: Evaluate, analyse, protagonist, cinematography Prior Learning / LTM: KS3/4: Spanish films Cultural Capital: Hispanic cinema, La Guerra Civil, aspect of Hispanic culture selected for IRP</p>
Use accurate pronunciation and intonation. Develop fluency and interaction.	X	X	X	X	X	X
Discuss a stimulus, coping with unfamiliar language and unexpected responses.	X	X	X	X	X	X
Ask for, express and justify a range of opinions on a range of topics in writing and speech.	X	X	X	X	X	X
Develop and use a wide-ranging and deepening vocabulary, including use of idiom.	X	X	X	X	X	X
Identify gender of nouns and apply subsequent agreement of associated words.	X	X	X	X	X	X
Use a range of tenses together, including compound tenses.	X	X	X	X	X	X
Use high frequency words in a variety of contexts.						

Apply knowledge of current social issues and artistic culture.	X	X	X	X	X	X
Listen and respond to extended passages from a range of contexts, including authentic communication between native speakers.	X	X	X	X	X	X
Infer meaning from complex spoken material.			X	X	X	
Respond to extended texts from a range of authentic sources	X	X	X	X	X	X
Infer meaning from increasingly complex texts.		X	X	X	X	X
Translate increasingly complex texts into Spanish or English.	X	X	X	X	X	X
Use appropriate style and structure in essay writing.					X	X
Summarise information in own words.				X	X	
Use appropriate research methods, select relevant evidence to support and justify arguments.						X
IMPACT	Assessment: Grammar test. stimulus card, reading comprehension, translation to Eng. Progression to P18: Interpreting statistics, imperfect continuous (foundation for undergraduate study)	Assessment: Grammar test, stimulus card, listening comprehension, translation to Sp. Progression to P18: Living in the wider world: changing attitudes in contemporary society.	Assessment: Grammar test, stimulus card, reading comprehension, translation to Eng. Progression to P18: Living in the wider world, cultural heritage - foundations for undergraduate study	Assessment: Grammar test, stimulus card, listening comprehension, translation to Sp. Progression to P18: Interpreting statistics - foundations for undergraduate study	Assessment: Grammar test, stimulus card, reading comprehension, translation to Eng, film essays 1 & 2. Progression to P18: Hispanic cinema - foundations for undergraduate study, persuasive speaking.	Assessment: IRP mini presentation to peers, film essays 3 & 4. Progression to P18: Development of independent research skills and enquiry question-setting, essay-writing skills

Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.