

MFL Department: Spanish Curriculum Overview



MFL Curriculum Overview

The MFL curriculum contributes to the rich, ambitious and inclusive school curriculum. All students, including those with SEND, learn a foreign language. The aim of the MFL curriculum is to develop understanding of the target language in a variety of contexts, including French and Spanish literature of the target language and knowledge of the vocabulary, grammar and phonics of the language. As part of the language learning skills, it includes translation (English into target language and target language into English), the ability to communicate effectively in the language and an awareness and understanding of the countries and communities where French and Spanish are spoken.

In Year 7 all students study two languages (Spanish and French), from Year 8 they choose one language which they continue with as part of the EBacc at KS4. Students develop transferable skills relevant to further study and the world of work. The MFL curriculum is a 5-year sequenced curriculum plan with interleaved vocabulary and grammar to allow continuous recall. Each stage of the curriculum builds on prior skills and knowledge allowing a smooth transition to the next stage or further study at A Level.

Students are assessed in four equally weighted skills following the exam board specifications and the national curriculum. Regardless of academic ability, students take a listening, reading, speaking and writing GCSE exam at the end of the linear course (Year 11). Speaking exams are conducted by the teacher but all exams are externally assessed. Exams in all four skills are tiered, students must sit exams in all four skills at the same tier. These skills are also assessed at AS and A Level following the assessment objectives of the AQA Specification. Some students, supported by the school, also take a GCSE or A Level exam in their community language which they study outside the school curriculum.

At Bentley Wood we are passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. Enrichment activities further support the wider aspects of language learning and development of life skills in students.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Days of the week Greetings Phonics and pronunciation in Spanish Ask someone their name and give their name Using punctuation specific to Spanish Saying what day is today, it was yesterday and will be tomorrow I am, you are, he is, she is and personality adjectives Masculine/feminine adjective agreement Talk about what their passions are Use of el/la when talking about passions Be able to say their age Pronunciation numbers Months and say when their birthday is Saying when you are going to be 12 Patterns in numbers Say the alphabet and spell their name Transcribe Spanish alphabet, pronunciation & cognates Spanish speaking countries Say their nationality Difference between 'soy' and 'soy de + nationality' Say where they live Using the verb 'vivir' e.g. vivo en Forming questions Revise and prepare for the assessment</p>	<ul style="list-style-type: none"> • Mid-module Assessment • Writing in full sentences from memory, using some connectives. • Cultural Project Mexico: Day of the Dead • Reflect on writing assessment • Talk about brothers and sisters • Conjugation of verb 'tener' • Be able to say which pets you have • Indefinite article (un/una) and definite article (el/la) • Be able to describe the pets you have • Talking about pets you had or would like to have • Colours and agreement with pets • Definite and indefinite articles relating to bags items and classroom • Prepare students for assessment • Assessment listening, reading and translation • Cultural study: Navidad en España <p>Due to timetable on a two week pattern the</p>	<p>Reflect on end of unit assessment Learn the time in Spanish O'clock/half past/quarter past Es la' vs. 'Son las' Learn the time in full in Spanish Talking about school subjects Estudiar: conjugation Talk about my school timetable Talk about what you do in class Understanding verbs in the singular form Talk about what you do at break Describe your teachers Adjectival agreements Using quantifiers Express opinions on school subjects Me gusta/gustan (singular/plural nouns) Give justification and understand adjectival agreements Me gusta/gustan porque - justified opinions Talk about what is in your school Hay/tiene Learn about what you eat and drink at school Verbs beber/comer</p>	<ul style="list-style-type: none"> • Prepare pupils for assessment • Assessment Writing and translation • Reflect on end of unit assessment • Revise numbers up to 30, learn 30-100 • Revise how many siblings you have using 'tener' • Use of possessive adjective 'mi'/Reinforcement of tengo • Learn vocab for family members & say their names/ages • Notice misconception possessive adjective 'mi' and reflexive pronoun 'me' • Research Semana Santa in Spain and present facts • Be able to describe people & reinforce verb 'ser' and adjective agreement • Be able to describe your hair and eyes • Position of adjective (after the noun) • Reinforce Colour agreement 	<ul style="list-style-type: none"> • Describe my family using adjectives & reinforce 'ser' • Reinforcement of verb 'ser' and adjective agreement • Singular and plural nouns (animals) • Be able to understand a short text with new language • Revise all topics in the unit to prepare for assessment • Recap all grammar topics in the unit • End of Year Assessment Listening, reading and translation 	<p>To say what you do in your free time Using -ar verbs in the present tense Giving opinions +infinitive Saying what you use your phone for Present tense and time expressions Talking about the weather and activities Using cuando + weather expression + present tense Saying what sports you do "hacer" vs "jugar" Taking part in longer conversations Using questions words Saying what you did yesterday Using the preterite tense (Recognising 1st person endings) Exam skills speaking writing Role play-introduction Exam skills speaking Role Plays Summer work Cultural Project</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		EOY assessment might take place at the start of Spring1				
Year 8	Revision of vocabulary and grammar studied in year 7 Asking about places in town Revising un,una, unos, unas, muchos, muchas Describing your town or village Adjectives agreement, use of connectives Talking about what you do in your town Revision of the time and the verb ir present tense Saying what you are going to do at the weekend Immediate future Understanding people describing their town Listening skills: Listening for detail Writing about your town and activities you do there Using two tenses together (Extension 3 tenses)	Preparation for end of unit assessment Preparation for end of unit assessment Photo card discussions Exam skills speaking writing Role play-introduction Exam skills speaking (section 1 GCSE speaking exam) Talking about past holidays Using the preterite of ir Saying what you did on holiday Using the preterite of regular -ar verb Describing the last day on holiday	Using the preterite of -er and -ir verbs Saying what your holiday was like Using the preterite of ser Talking about your holiday using two tenses Making your sentences interesting Prepare for speaking assessment Using key exam questions Preparation for end of unit assessment Using two tenses together (Extension 3 tenses) Using the present and preterite together Using three tenses together	Arranging to go out Using me gustaría + infinitive Making excuses using querer and poder Discussing getting ready to go out using reflexive verbs Inputting clothes vocab using demonstrative pronouns this/ these Talking about sporting events using three tenses describing a fancy dress outfit; revising clothing using dictionaries Preparation for end of unit assessment	Saying what food you like Using a wider range of opinions and justifications Describing meal times Using negative Ordering in a café Revision of the verb querer (to want) Ordering a meal, choosing from the menu Using usted (3rd p s), ustedes (3rd p p)/ formal addressing	Discussing what to buy for a party Using the near future: ir+a+ inf Giving an account of a party Using three tenses together Using strategies to speak Using fillers in the speaking Assessment: End of year exam Assessment: Speaking (Role Play style) Summer work: Activity Grid (Cultural and linguistic activities)
	Talking about self & family	Describing peoples' personalities	Describing your dream home	Describing features of a region	Talking about free-time activities	Talking about what's trending

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Using possessive adjectives and revising numbers</p> <p>Giving basic info about self</p> <p>Using ser y estar and present tense</p> <p>Talking about chores</p> <p>1st person irregular verbs</p> <p>Understanding negatives</p> <p>Talking about daily routine</p> <p>Using reflexive verbs</p> <p>Describing a typical day</p> <p>Using sequencing words and present tense</p>	<p>Adjectives describing people</p> <p>Talking about future plans</p> <p>Revision of near future & other phrases + inf</p> <p>Preparation for end of unit assessment</p> <p>Assessment: Listening/Reading for comprehension/Translation</p> <p>Preparing for Speaking and Writing Q&A</p> <p>Relationships</p> <p>Talking about your home</p> <p>Using prepositions</p> <p>Talking about different types of houses</p> <p>Expressing opinions and points of view</p>	<p>Using conditional tense</p> <p>Talking about places in a town or city</p> <p>Using some, many, lots of</p> <p>Asking for and understanding directions</p> <p>Giving instructions and using prepositions</p> <p>Talking about shops and shopping for souvenirs</p> <p>Using 'se puede/se pueden' and shopping with Euros</p>	<p>Using 'se puede/se pueden'</p> <p>Planning what to do tomorrow</p> <p>Using the simple future tense.</p> <p>Shopping for clothes and presents</p> <p>Using demonstrative adjectives</p> <p>Talking about problems in a town</p> <p>Using 'tan' and 'tanto'</p> <p>Describing a trip in the past</p> <p>Using imperfect, preterite and immediate future tenses together</p> <p>Assessment: Writing Exam</p> <p>Preparing for Speaking and Writing Q&A</p> <p>Home and Local Area</p>	<p>Using 'suelo' + infinitive</p> <p>Talking about sports</p> <p>Revision of the preterite and imperfect tenses</p> <p>Talking about different TV programmes</p> <p>Using opinions with correct adjectival agreements</p> <p>Discussing different types of entertainment</p> <p>Using different points of view and 'tener ganas de'</p> <p>Assessment: Foundation Listening and Reading/ Speaking exams</p>	<p>Using the perfect tense</p> <p>Talking about reading preferences</p> <p>Recognising ideas presented differently</p> <p>Talking about social networks and technology</p> <p>Using 'para' with infinitives</p> <p>Making arrangements to go out</p> <p>Using the present continuous tense</p> <p>Preparing for Speaking and Writing Q&A</p> <p>Free Time</p> <p>Summer work: Vocabulary and grammar consolidation</p>
Year 10	<p>Introduction to Year 10</p> <p>Talking about where you went on holiday</p> <p>Revision of Preterite</p> <p>Talking about what you do in the summer</p> <p>Revision of Present tense</p> <p>Talking about holiday preferences</p> <p>Verbs of opinion to talk about different people</p> <p>Talking about what you did on holiday</p> <p>Preterite tense and different structures to give opinions</p> <p>Talking about where you stayed</p> <p>Imperfect tense</p>	<p>Preparing for the Autumn assessment</p> <p>Assessment: Listening+Reading for comprehension/Translation</p> <p>Booking accommodation and dealing with problems</p> <p>Using questions with 'usted' (3rd person singular)</p> <p>Giving an account of a holiday in the past</p> <p>Using all three past tenses together</p>	<p>New Year resolutions. Structures to talk about the future.</p> <p>Talking about a music festival</p> <p>Talking about household chores</p> <p>Expressions followed by infinitives</p> <p>Revision present tense, irregular present tense verbs</p> <p>Describing your daily routine</p> <p>Reflexive verbs/ connective verbs</p> <p>Stem-changing verbs</p> <p>Buying fruit, vegetables and other food items. Quantities</p>	<p>Talking about traditional dishes</p> <p>Absolute superlatives</p> <p>Ordering in a restaurant</p> <p>Discussing healthy eating and diet related problems. Preterite and near future tenses together</p> <p>Giving advice on lifestyle</p> <p>Conditional tense, Verb Deber</p> <p>Talking about the body and illnesses</p> <p>Using encontrarse bien/mal, doler, tener and estar</p>	<p>Talking about school subjects</p> <p>Expressing opinions and justifications</p> <p>School routine, equipment extra curricular activities</p> <p>Revising time expressions with the present tense</p> <p>Descriptions of school compared to primary school</p> <p>Using the imperfect tense</p> <p>Describing school uniform</p> <p>Revision of colours and adjectival agreements</p> <p>Revising quantifiers</p>	<p>Assessment: Listening, Reading and Speaking exams</p> <p>Talking about school pressures and problems</p> <p>Discussing school rules</p> <p>Using phrases followed by an infinitive</p> <p>My ideal school</p> <p>Using the conditional tense</p> <p>Describing teachers</p> <p>Comparatives, Superlatives and adjectives</p> <p>Preparing for Speaking and Writing Q&A</p> <p>Education</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Getting to know more about Barcelona Imperfect and preterite together	<p>Preparing for Speaking and Writing Q&A Holidays</p> <p>Comparing different festivals Reflexive verbs/ stem-changing verbs in present tense</p> <p>Describing a special day. Reflexive verbs in the preterite tense</p>	<p>Recognising traditional Spanish dishes</p> <p>Describing meal times Revision of time,</p> <p>Preparing for the Spring assessment</p> <p>Assessment: Writing Exam</p>	Preparing for Speaking and Writing Q&A Lifestyle	Preparing for the Summer assessment	Summer work: Grammar consolidation and extension
Year 11	<p>Talking about different jobs , revising chores and discussing work preferences Revising nouns and pronunciation of cognates</p> <p>Talking about work experience Using solía and other verbs in different tenses</p> <p>The importance of learning languages Preterite and imperfect together. Connectives. Present and present continuous. Saber/Conocer</p> <p>Discussing plans for the future Verbs to express future plans. Subjunctive with cuando</p> <p>Applying for a summer job Indirect object pronouns. Formal letter/email</p>	<p>Preparing for the Mock 1 assessment:</p> <p>Writing exam practice all questions at Foundation Higher Tier. Revision of all GCSE Topic vocabulary and grammar.</p> <p>Listening exam practice Foundation Higher Tier.</p> <p>Assessment: Mock exam Listening, and Writing using past paper</p>	<p>Talking about who inspires you Using a range of past tenses including the perfect tense</p> <p>Talking about what you usually do Using soler + infinitive</p> <p>Talking about sports Revising the imperfect tense</p> <p>Talking about social media and technology Using para +Infinitives.</p> <p>Talking about what's trending Extending responses.</p> <p>Discussing different types of entertainment Algunos, ciertos, otros, muchos, demasiados, todos</p>	<p>Talking about natural disasters Using the imperfect continuous</p> <p>Talking about the environment Revising 'Se debería'</p> <p>Considering global issues Using the present subjunctive</p> <p>Talking about local actions Using the subjunctive in commands</p>	<p>Revision all topics and exam practice preparation for final exam.</p> <p>GCSE speaking exams.</p>	<p>A Level taster lesson</p> <p>Transition to A level summer project</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Preparing for Speaking and Writing Q&A Careers and Future Plans		Talking about reading preferences Using a range of connectives			
Year 12	<p>1.1 Los cambios en la familia Describe the various types of 21st century Spanish family and how these differ from the family model of the past Use the imperfect and imperfect continuous tenses Recognise cognates</p> <p>1.2 Actitudes hacia el matrimonio y el divorcio Understand trends in marriage and how modern and traditional values differ Understand the situation regarding divorce Use the preterite tense Know when to use accents</p> <p>1.3 La influencia de la iglesia católica Understand the religious history of Spain Discuss changes in the influence of the church Use the imperfect and preterite tenses together Connect nouns with their corresponding verbs Improving knowledge of Spanish language and culture</p> <p>4.1 Cantantes y músicos Discuss the positive and/or negative influence singers and musicians have on people</p>	<p>2.1 La influencia de Internet Discuss the positive and/or negative influence of the Internet Use the present and present continuous Write a summary based on a listening extract</p> <p>2.2 Los móviles inteligentes en nuestra sociedad Discuss the positive and/or negative effect of smartphones Use comparatives and superlatives Ser and estar Use expressions giving pros and cons</p> <p>2.3 Las redes sociales: beneficios y peligros Consider the type of influence social networks have on society Use the future and conditional Use idiomatic expressions with impersonal verbs Read a text for comprehension</p> <p>5.1 Tradiciones y costumbres</p>	<p>Mock exam 1 Paper 1</p> <p>3.1 La mujer en el mercado laboral Discuss women in the world of work Study the role of women at home Use indefinite adjectives and pronouns Improve your translation skills</p> <p>3.2 El machismo y el feminismo Discuss male chauvinism Look at the role of feminism Use the perfect tense Use the pluperfect tense Listen for gist and for detail</p> <p>3.3 Los derechos de los gays y las personas transgénero Understand and talk about changes to LGBT rights Discuss gay marriage in Spain and the Hispanic world Use the future perfect Use the conditional perfect Recognise words ending in ‘-ity’</p>	<p>Mock exam 2 Paper 2 and 3</p> <p>6.1 Sitios históricos y civilizaciones prehispánicas Understand civilisations that contributed to the cultural heritage of Spain Discuss the pre-Columbian heritage of Latin America Use the subjunctive efficiently after verbs of emotion, surprise, doubt, etc. Use the internet to enhance your work</p> <p>6.2 Arte y arquitectura Discuss Spanish and Latin American artists and the role of architecture in Spain Understand and use efficiently demonstrative and possessive adjectives Break down comprehension tasks</p> <p>6.3 El patrimonio musical y su diversidad Understand the diversity of Hispanic music and dance Use imperatives Recognise irregular</p>	<p>Revision</p> <p>AS Exams</p>	<p>Dossier de literatura: Estudiar un libro Studying the vocabulary of literature, the story, themes, characters, author techniques and style, and social environment. A case study of book/play La casa de Bernarda Alba. Preparation for Paper 2 Writing an essay about a literary text</p>

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Use indirect object pronouns</p> <p>Use connectives to improve your written work</p> <p>Improve your translations into Spanish</p> <p>4.2 Estrellas de televisión y cine</p> <p>Discuss the positive and/or negative effect TV and cinema stars have in our society</p> <p>Practise the passive voice</p> <p>Use connectives and other expressions to improve your conversation style</p> <p>4.3 Modelos</p> <p>Consider the type of influence fashion models have on young people</p> <p>Use direct object pronouns</p> <p>Check your written work</p> <p>Approach summary questions</p> <p>Autumn Assessment Paper 1 Units 1 and 4</p>	<p>Describe and discuss Spanish customs and traditions</p> <p>Use the present subjunctive of regular verbs</p> <p>Improve your listening skills</p> <p>5.2 La gastronomía</p> <p>Discuss the similarities and differences in the gastronomy of Spain</p> <p>Use the perfect tense in the subjunctive</p> <p>Identify correct and incorrect sentences</p> <p>5.3 Las lenguas</p> <p>Consider the languages that are spoken in Spain and the issues surrounding them</p> <p>Use numerals</p> <p>Fill in gaps in a text</p> <p>Respond to a speaking stimulus</p> <p>Dossier de cine: Estudiar una película</p> <p>Discussing the vocabulary of cinema, the plot, characters, themes, social environment, and techniques and style.</p> <p>A case study of the film El Laberinto del Fauno</p>	<p>Additional translation tips</p> <p>Approach gap-fill tasks</p> <p>Dossier de cine: Estudiar una película</p> <p>El Laberinto del Fauno</p> <p>Writing an essay about a film</p>	<p>endings: nouns ending in -ma</p> <p>Answer comprehension questions</p>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	1.1 Los beneficios y los aspectos negativos	2.1 Las actitudes racistas y xenófobas Describe and discuss racist and xenophobic attitudes in the Spanish-speaking world	3.1 La convivencia de culturas Understand and describe the different ways cultures integrate in Hispanic society Form and use prepositions Use language for describing change	6.1 La efectividad de las manifestaciones y las huelgas Consider and discuss how effective protests and strikes are Use if clauses + pluperfect subjunctive Develop and use a wider vocabulary	Revision	
	Discuss the positive and negative aspects of immigration				Speaking Mock exam	
	Form and use the present tense	Improve use of nouns and adjectives			Final exams	
	Improve dictionary skills	Express approval/disapproval	3.2 La educación Understand and describe the issues surrounding the integration of different cultures within the sphere of education Use pronouns Vary sentence structure to enhance writing	6.2 El poder de los Sindicatos Describe and discuss the power of trade unions Use if clauses + imperfect subjunctive Vary sentence structure to enhance speaking		
	1.2 La inmigración en el mundo hispánico	2.2 Las medidas contra el racismo Understand and discuss measures to combat racism and their effectiveness Use conditional tenses	3.3 .3 Las religions Understand and describe the coexistence of various religions in the Hispanic world Use adverbs Structure an argument Translation into Spanish	6.3 Ejemplos de protestas sociales Consider and discuss the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina Use the passive voice Infer meaning from listening and reading Translation into English		
	Learn more about immigration in the Spanish-speaking world	Translate the English gerund (-ing form) into Spanish				
	Revise the imperfect and preterite tenses	Look at existing legislation against racism				
	Revise the use of loan words	2.3 La legislación anti-racista Discuss possible new legislation Use future tenses Express obligation Tackling gap-fill exercises	4.1 Los jóvenes y su actitud hacia la política: activismo o apatía Discuss the importance of politics in young people's lives Understand why their attitude to politics is changing Use the present subjunctive			
	1.3 Los indocumentados–problemas					
	Discuss what problems illegal migrants might face					
	Use compound tenses					
	Vary vocabulary by using synonyms					
	Checking your work					
	5.1 La dictadura de Franco Understand the impact of the civil war Discuss life under Franco's dictatorship Revise the preterite tense Speak or write	Mock Exam Paper 1 Unit 1, 2 and 5 Review Mock Exam				

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	about a historical personality	Speaking practice Unit 2 and 5	Use a variety of negative expressions			
	5.2 La evolución de la monarquía en España Describe and discuss the changes from monarchy and republic to dictatorship Describe the transition from dictatorship to monarchy Form and use the imperfect subjunctive Recognise and use ordinal numbers		4.2 El paro entre los jóvenes Discuss the unemployment situation amongst young people nowadays and how it is affecting them Use imperatives Talk about data and trends			
	5.3 Dictadores Latinoamericanos Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina Use a sequence of tenses Read for gist for comprehension Summarising a factual text		4.3 Su sociedad ideal Describe and discuss the type of society young people in the Hispanic world want to live in Use the perfect subjunctive Express an opinion or evaluation Summarising a listening passage			
			Planning, research and preparation for the Individual research project			
			Writing an essay about a film El Laberinto del Fauno or a literary text La casa de Bernarda Alba. Engaging with literary texts for comprehension activities			

