

# Spanish

## Curriculum Intent:

- We are passionate that all students enjoy the right to learn a language at Tapton, regardless of their background and we believe our strength lies in our diversity
- We have a challenging curriculum which encourages students to become global citizens with a clear pathway into both higher education and the world of work
- Cultural and social horizons are broadened and self – esteem is built, not only in lessons but also through wider opportunities such as trips and visits
- We guarantee depth and breadth, developing students' written and verbal communication skills and literacy

Year 12	Year 13
<p><b>Core knowledge:</b>  <i>Listening, reading, writing, speaking and translation skills continue to be developed throughout A level. Additionally, film and literature analysis are introduced as is the skill of being able to summarise both listening and reading texts.</i></p> <p><b>Term 1</b>            Modern and traditional values            Cyberspace in our society            Equal rights – the equality of the sexes –            Pan's labyrinth – film study            Grammar</p> <p><b>Term 2</b>            Spanish regional identity            Modern day idols            Cultural heritage            Pan's labyrinth – film study            Grammar</p> <p><b>Term 3</b>            Exam skills            Paper 1 – listening, reading, summarising, translation            Paper 2 – translation and essay writing            Paper 3 - Speaking            Begin the Y13 course after the AS exams</p> <p><b>Procedural knowledge (how to.):</b>            Grammatical terminology continues to be explicitly taught and referred to throughout the Key Stage 5 course.            Assessment rubrics are explained and referred to frequently throughout the Key Stage 5 course.            The key skills of listening, reading, speaking, summarising, essay writing and translation are interweaved throughout the AS course, using a variety of strategies to facilitate language acquisition to allow students to understand and produce work in the target language. The students employ a range of techniques acquired throughout KS4 to facilitate a deeper understanding of lexical and grammatical concepts, enabling them to better communicate in the TL. A range of strategies are used throughout Y12 to support the transition between KS4 and Key Stage 5, promoting familiarisation with the expectations of the A level course and permitting access to the new areas of study – film analysis, essay writing. Further guidance is given to enable students to</p>	<p><b>Core knowledge:</b>  <i>Listening, reading, writing, speaking and translation skills continue to be developed throughout A level. Additionally, film and literature analysis are continued as is the skill of being able to summarise both listening and reading texts.</i></p> <p><b>Term 1</b>            Immigration.            Racism.            The youth of today, citizens of tomorrow.            Monarchies and dictatorships.            La casa de Bernarda Alba – literature.            Continued study of Pan's labyrinth – film.            Introduction of the IRP speaking exam.            Grammar.</p> <p><b>Term 2</b>            Racism.            Living together.            Monarchies and dictatorships.            Popular movements.            La casa de Bernarda Alba – literature.            Continued study of Pan's labyrinth – film.            Preparation of the IRP speaking exam.            Grammar.</p> <p><b>Term 3</b>            Exam skills            Paper 1 – listening, reading, summarising, translation            Paper 2 – translation and essay writing            Paper 3 - Speaking</p> <p><b>Procedural knowledge (how to.):</b>            Grammatical terminology continues to be explicitly taught and referred to throughout the A Level course.            Assessment rubrics are explained and referred to frequently throughout the A Level course.            The key skills of listening, reading, speaking, summarising, essay writing and translation are interweaved throughout the A level course, using a variety of strategies to facilitate language acquisition to allow students to understand and produce work in the target language. The students employ a range of techniques acquired throughout KS4 and AS level to demonstrate a deeper understanding of lexical and grammatical concepts, enabling them to communicate fluently in the TL. A range</p>

understand how to manipulate language independently, which in turn prepares them for the increased rigour of the A level.

Students also enjoy an hour's speaking practice with a Spanish-speaking teacher each week which promotes confidence and provides invaluable insights.

### **Assessment**

#### **Assessment Point 1: January**

Written paper, involving features of Paper 1 – listening, reading, translation on topics covered so far in Y12

#### **Assessment Point 2: February**

Paper 1: Listening, reading, summarising & translation

All topics covered on the AS course

#### **Assessment Point 3: June**

Paper 1: Listening, reading, summarising & translation

All topics covered on the AS course

Paper 2: Translation and essay writing

All topics covered on the AS course

Paper 3: Speaking cards

All topics covered on the AS course

Some students will also sit the external AS exam in

May/June if they are not continuing the course into Y13.

If this is the case, additional assessment opportunities will be provided.

In addition to the three assessment points, throughout the Y12 course students are assessed through a variety of low-stakes vocabulary and grammar tests as part of their weekly lessons.

### **Homework**

The purpose of homework set in MFL is to consolidate the learning that happens in the classroom & develop the key skills of reading, listening, writing, speaking & translation.

In the MFL department students should expect to receive homework on a weekly basis from all staff who teach them. Some booklets are issued to consolidate learning and the homework itself will take a variety of forms including:

- Reading comprehension exercises.
- Listening comprehension exercises.
- Vocabulary learning.
- Grammar consolidation.
- Written pieces.
- Research and further reading around the topic areas.
- Preparation for speaking tasks.

### **Links to careers and personal development include:**

Preparation for future success

Wellbeing.

Confidence, Resilience and Knowledge.

Mutual respect and tolerance.

Character – Resilience, organisation, and hard work.

Moral and social development and Inclusivity.

of strategies are used throughout Y13 to prepare for the final examination and the visit from the speaking examiner. The new areas of study – film and literature analysis, enhanced essay writing and preparation of the IRP are given more prominence. Continued guidance is given to enable students to understand how to successfully increase their independent language manipulation, which in turn prepares them for their external examination and for Higher education study, not only in MFL, but across a range of subject areas.

Students also enjoy an hour's speaking practice with a Spanish-speaking teacher each week which promotes confidence and provides invaluable insights.

### **Assessment**

#### **Assessment Point 1: February**

Paper 1: Listening, reading, writing

Paper 2: Writing (essay paper)

#### **Assessment Point 2 – March**

Paper 1: Listening, reading, writing

Paper 2: Writing (essay paper)

In addition to the three assessment points, throughout the Y13 course students are assessed through a variety of low-stakes vocabulary and grammar tests as part of their weekly lessons.

Students will also be given the opportunity to sit a mock speaking exam (Paper 3) in the spring term. Details tbc nearer the time.

All students will sit the external A Level exams in May/June.

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