



Our curriculum in Spanish

What is the purpose of MFL?	Department information
<p>We have crafted the Arthur Terry MFL curriculum to provide a high-quality education that transforms the life chances of our students. Our 'knowledge-engaged' curriculum equips our learners with the vocabulary, grammatical and phonetical knowledge that they need to communicate in the Francophone and Hispanic worlds.</p> <p>Most importantly, we aim to awaken and inspire students' curiosity about these worlds by ensuring that cultural capital is explicitly developed within our curriculum across the key stages. This enables all students, but particularly those with SEND and who are socially disadvantaged, to improve their understanding of the world around them and develop their empathy for those who are different to them.</p> <p>We have carefully sequenced our curriculum to ensure that students develop their grammatical and linguistic knowledge over time through an explicit programme of retrieval which allows our learners to continually activate prior knowledge and imprint this upon their long term memories.</p> <p>Students develop the ability to apply this knowledge through the skills of listening, reading, writing and speaking at increasing levels of difficulty as they move throughout the key stages. When students leave us, they possess the knowledge and skills needed to go on to further linguistic study, but most importantly to become global citizens in an increasingly globalised world.</p>	<p>Core Leader: Gemma Reade Subject Leader: Elizabeth Franklin</p> <p>Exam board: Edexcel for GCSE, AQA for A Level</p>
How do we develop Arthur Terry Learners?	
<p>Within MFL, we develop Arthur Terry learners by ensuring that each lesson offers students the opportunity to develop their resilience, independence and meta-cognitive skills to prepare them for a successful future. We encourage our students to take an active approach towards their studies, by utilising the resources available to them to support them and improve the quality of</p>	



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their work. We develop students' meta-cognition by encouraging them to act on feedback given and by encouraging the asking of questions to develop their understanding. We ensure that students are prepared for school life by imposing high standards of organisation, setting regular homework and encouraging students to use their time effectively to prepare for assessments.

	Topics/Units	Summary of key content
7	The Y7 Spanish curriculum follows a narrative where students prepare for a 'visit' to the town of Malaga in Spain.	<p>Throughout the year, students will study core questions such as:</p> <ul style="list-style-type: none"> • Can I introduce myself and my family? • Can I talk about what I enjoy doing in my free time? • Can I prepare for a visit to Malaga? • Can I describe Malaga and what you can do there? • Can I take part in conversations at tourist sites in Malaga? • Can I prepare for a day trip to Granada? • Can I describe Granada and what you can do there?
8	The Y8 Spanish curriculum follows a narrative where students 'emigrate' to Barcelona in the south of Spain.	<p>Throughout the year, students will study core questions such as:</p> <ul style="list-style-type: none"> • Where in Spain is my new town? • What is my new town (Barcelona) like? • What can I do in my new town? • What are Spanish schools like? • Can I prepare for a holiday to Lima, Peru?
9	Within the Y9 Spanish curriculum, students continue with the narrative of living their life in	<p>Throughout the year, we study core questions such as:</p>



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	Spain.	<ul style="list-style-type: none"> • Can I compare what is eaten in different hispanic countries? • Can I ask for medical advice in the pharmacy? • Can I compare different hispanic musicians?
10	Within the Y10 Spanish Curriculum, students begin the GCSE course of study and continue to develop their linguistic skills in French.	<p>The topics that we cover are:</p> <ul style="list-style-type: none"> • Family, Friends and Self • Free Time and Festivals • Local Area • Holidays • School Life
11	In this terminal year of KS4, students bring together the knowledge that they have acquired throughout their studies to embed their learning in preparation for their GCSE examinations.	<p>The students study the final GCSE theme consisting of:</p> <ul style="list-style-type: none"> • The Working World • International and Global Events • The Environment
12	In the first year of the A Level Course, students study a range of interesting and creative topics which further their understanding of the culture, politics and society of the Hispanic world.	<p>The Y12 course includes topics such as:</p> <ul style="list-style-type: none"> • Traditional and Modern Values • Cybersociety • The equality of the sexes • The influence of idols • Spanish regional identity • Cultural heritage <p>In addition to these topics, students will complete a film study based on 'El Laberinto del Fauno' by Guillermo del Toro. Students will study the film and consider the themes, characters, context and cinematographic techniques used.</p>
13	In the final year of the A Level Spanish course,	They cover the following themes:



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students continue to examine a range of topics linked to the culture, politics and society of the Hispanic world.

- Immigration
- Racism
- Integration
- Political engagement amongst the youth
- Monarchies and Dictatorships
- Popular movements

In addition to these topics, students will complete a study of the play 'La casa de Bernarda Alba' by Federico García Lorca. Students will study the book and consider the themes, characters, context and literary techniques.