

MFL Spanish – Programme of Study – KS5 – 2024-25

	Year 12	Year 13
Phase 1	<p>In the topic of ‘Los valores tradicionales y modernos’ (U.1) and the work on La Casa de Bernarda Alba (LCdBA), the focus of study will be as follows:</p> <ul style="list-style-type: none"> • Changes in the family, attitudes towards marriage and divorce, the influence of the Catholic church. • Learning about Federico Garcia Lorca and his work – Brief introduction to La Casa de Bernarda Alba (moral and social aspects in the play. Traditions). <p>Grammar will focus on revisiting past tenses: preterite, imperfect and imperfect continuous.</p> <p>Skills will focus on recognising cognates, knowing when to use accents, connecting nouns with their corresponding verb. Consistent use and practice of grammar, listening, reading, translation, speaking and writing activities, will allow students to develop these skills as an integral part of communication.</p>	<p>In the topic of ‘La inmigración’ (U.1) and the work on El Laberinto del Fauno (ELdF), the focus of study will be as follows:</p> <ul style="list-style-type: none"> • Discussing the positive and negative aspects of immigration, learn more about immigration in the Spanish speaking world, discuss what problems illegal migrants might face. • ELdF – Themes and characters <p>Grammar will focus on revisiting the present tense, revise the preterite and the imperfect tenses, use compound tenses (those that use the auxiliary verb HABER).</p> <p>Skills will focus on improving dictionary skills, revising the use of loan words, varying vocabulary by using synonyms. Consistent use and practice of grammar, listening, reading, translation, speaking and writing activities, will allow students to develop these skills as an integral part of communication.</p>
Phase 2	<p>In the topic of ‘El ciberespacio’ (U.2), the work on LCdBA and the introduction of the Individual Research Project (IRP), the focus of study will be as follows:</p> <ul style="list-style-type: none"> • Discuss the positive and/or negative of: the influence of internet and the effect of smartphones. Consider the type of influence social networks have on society. • LCdBA – Expanding on moral and social aspects of the play. How to write an essay. Phrases of personal reaction at A Level. • Individual Research Project – Introduction and sample titles <p>Grammar will focus on using the present tense and the present continuous. Using comparatives and superlatives. Practising using accurately SER and ESTAR.</p> <p>Skills will focus on the writing of a summary based on a listening extract (type of exam question). Using expressions giving pros and cons. Use idiomatic expressions with impersonal verbs. Consistent use and practice of grammar, listening, reading, translation, speaking and writing activities, will allow students to develop these skills as an integral part of communication.</p>	<p>In the topics of ‘El racismo’ (U.2) / ‘La convivencia’ (U.3) and the work on IRP, the focus of study will be as follows:</p> <ul style="list-style-type: none"> • Describe and discuss racist and xenophobic attitudes in the Spanish speaking world. Understand and discuss measures to combat racism and their effectiveness. Look at existing legislation against racism, discuss possible new legislation. • Understand and describe the different ways cultures integrate in Hispanic society. Understand and describe the issues surrounding the integration of different cultures within the sphere of education. Understand and describe the coexistence of various religions in the Hispanic world. • IRP – Monitoring progress, offering further general guidance, final titles, admin (completion of AQA forms) <p>Grammar will focus on improving the use of nouns and adjectives, use the conditional and future tenses. Form and use prepositions, use pronouns and adverb.</p> <p>Skills will focus on expressing approval/disapproval, translating the English gerund (<i>ing</i> form) into Spanish. Use language for describing change, vary sentence structure to enhance writing. Structuring an argument. Consistent use and practice of grammar, listening, reading, translation, speaking and writing activities, will allow students to develop these skills as an integral part of communication.</p>
Phase 3	<p>In the topics of ‘La igualdad de los sexos’ (U.3) / ‘La influencia de los ídolos’ (U.4) and the work on LCdBA, the focus of study will be as follows:</p> <ul style="list-style-type: none"> • Women in the world of work, discuss male chauvinism and the role of feminism. Talking about changes to LGBT rights. • Positive and/or negative influence singers and musicians have on people, as well as the positive and negative effects TV and cinema stars have on our society. Fashion models and their influence in young people. • LCdBA – Analysing symbology, themes and characters. <p>Grammar will focus on indefinite adjectives and pronouns. Using the four compound perfect tenses: present perfect, pluperfect, future perfect & conditional perfect. Using IOP & DOP, practise the passive voice and expressions of ‘se’.</p>	<p>In the topics of ‘Jóvenes de hoy, ciudadanos del mañana’ (U.4) / ‘Monarquías y dictaduras’ (U.5) / ‘Los movimientos populares’ (U.6), the focus of study will be as follows:</p> <ul style="list-style-type: none"> • Discuss the importance of politics in young people’s life, understand why their attitude to politics is changing. Unemployment amongst young people. Describing the type of society, the young people in the Hispanic world wants to live in. • The civil war and Franco’s dictatorship, its impact in society. Changes from monarchy and republic to dictatorship. The transition from dictatorship to monarchy. Dictatorships in Latin America (Panama, Chile, Argentina). • Consider and discuss how effective protests and strikes are. The power of trade unions. The 15-M Movement in Spain the Mothers of the Plaza de Mayo Argentina. <p>Grammar will focus on the use of the present and perfect subjunctive and the imperative. Revise the preterite tense. Form and use the imperfect subjunctive, use a sequence of tenses. Use ‘if’ clauses + imperfect and pluperfect subjunctive. Use the passive voice.</p>

	<p>Skills will focus on improving translation skills, listening for gist and detail. Recognising the suffix 'ity' in Spanish. Use stylish connectives and other expressions to improve your written and spoken work. Improve translation skills. Proofreading your writing work. Consistent use and practice of grammar, listening, reading, translation, speaking and writing activities, will allow students to develop these skills as an integral part of communication.</p>	<p>Skills will focus on the use of a variety of negative expressions, talk about data and trends, express and opinion or evaluation. Speak or write about a historical personality. Recognise and use ordinal numbers, read for gist for comprehension. Develop and use wider vocabulary. Vary sentence structure to enhance speaking, infer meaning from listening and reading. Consistent use and practice of grammar, listening, reading, translation, speaking and writing activities, will allow students to develop these skills as an integral part of communication.</p>
<p>Phase 4</p>	<p>In the topics of 'La identidad regional en España' (U.5) / 'El patrimonio cultural' (U.6) and the work on El Laberinto del Fauno (ELdF), the focus of study will be as follows:</p> <ul style="list-style-type: none"> • Describe and discuss Spanish traditions and customs, talking about similarities and difference in the gastronomy in Spain, learning about the regional languages that are spoken in Spain and the issues surrounding them. • Understand civilisations that contribute to the cultural heritage in Spain. Discuss Pre-Columbian heritage of Latin America (Mayas, Aztecas, Incas). Discuss Spanish and Latin American artists and the role of architecture in Spain. Understanding the diversity of the Hispanic music and dance. • Learning about Guillermo del Toro y El Laberinto del Fauno – Background, setting, shooting, style, nominations, prizes. <p>Grammar will focus on the use of the present subjunctive of regular verbs, use the perfect tense in the subjunctive, use numerals. Use the subjunctive efficiently after verbs of emotion, surprise, doubt, etc. Effectively using demonstrative and possessive adjectives. Use the imperative.</p> <p>Skills will focus on improving listening skills. Identifying correct and incorrect sentences, filling in the gap of a text with the correct word from a list (Exam type question). Use the internet to enhance your work, breakdown comprehension tasks. Recognise irregular endings in nouns ending in 'ma' (idioma, planeta, sistema, turista, etc). Consistent use and practice of grammar, listening, reading, translation, speaking and writing activities, will allow students to develop these skills as an integral part of communication.</p>	<p>Study Leave</p>