

Spanish – St Joseph's College

Subject vision statement

The aim of the MFL Department is to encourage global citizenship and cultural understanding by equipping our students with the linguistic skills, intercultural competence and appreciation for diversity necessary to communicate effectively and respectfully in diverse language environments. Our curriculum aims to develop students' fluency in target languages, promote a lifelong love for language learning, and enable students to engage meaningfully with other cultures and communities in an increasingly interconnected world.

In line with the vision of St Joseph's College, Spanish will develop students' literacy, oracy and numeracy skills, as well as developing soft skills such as problem solving, creativity and dealing with ambiguity that will help them excel in their future lives.

Intent statement

What: (building on KS2, key concepts and skills)

- Building on knowledge and skills from KS2, whereby students should have received teaching to provide them with an appropriate balance of spoken and written language (of any foreign or ancient language). This experience of studying a foreign language, combined with their study of English, should provide students with a platform of understanding of the challenges of a foreign language.
- From Year 7 to Year 11, students will develop their ability to speak, read, write and listen in T2. They embark on a spiralled curriculum that has been designed to sequentially develop the breadth and depth of their linguistic ability. Year 7 is spend building strong foundations, covering the 3 key themes of 'Identity and Culture', 'Local, National, International & Global Areas of Interest' and 'Current and Future Study and Employment'. These are themes are covered on a regular basis, allowing students to revisit previous learning and to use this to then further stretch and develop their learning, until they are able to communicate effectively in T2 across a range of topics.
- Cultural Capital is a key concept that is embedded throughout the curriculum. Throughout their learning, students are consistently exposed to Hispanic culture, providing them with insight into close to 8% of the world's population. From understanding the geography and key sites in Spain and Latin America, to taking part in cultural and conversational exchange with Spanish students, the curriculum aims to develop students who are interested in, and knowledgeable about the Hispanic world.

- Additional cultural capital will be embedded into the Schemes of Learning. This will be in the form of Independent Student Projects which will allow students to explore a range of topics surrounding Spain, Spanish culture and history. These projects will also allow students to develop their independent study skills, through allowing them to research a range of topics.

How: (Pedagogy, literacy, numeracy, assessment)

- Building on solid foundations. To facilitate language learning, it is essential for learners to build strong basics concepts of language.
- The spiral curriculum has been designed to return to and build complexity of understanding and application across a range of themes and topics.
- Sharing of good practice to be delivered formally through CPD sessions, and informally through regular team meetings.
- Literacy, oracy, cultural capital, critical thinking and analysis are continually reviewed and built into relevant schemes of work.
- Teacher autonomy to adapt lessons to the needs of their particular pupils, with a clear focus on those with SEND and High Attaining Pupils.
- Progressive questioning is used in lessons to assess for learning and to develop critical thinking.
- Assessments will be consistent for all pupils. Formative pieces of assessment will be completed during schemes of work so that teacher feedback can be provided before summative assessments take place at the end of schemes of work to evaluate student learning. Additionally, students will prepare for regular vocabulary tests, to help focus their language acquisition.
- The College behaviour for learning strategies are incorporated across the curriculum to provide students with opportunities to understand the narrative of their own learning, and further develop a growth mindset. Teachers will highlight opportunities to gain house points to promote the SJC Five Respects, where appropriate these will be explicitly signposted in lesson planning.

Why: (what makes this subject unique as a discipline)

- Languages make the world a smaller place. Developing the skills to communicate with people from different nationalities and cultures creates opportunity. This could be opportunity for travel, for work, for building friendships or building understanding.
- Whilst students will develop the skills to access and excel within their KS4 and KS5 journeys, the curriculum also aims to provide insight into a fascinating culture with an incredible history and important future. The curriculum aims to inspire a level of inquisitiveness and linguistic ability to be able to continue their relationship with Spain beyond KS5.
- Through a broad and carefully considered curriculum plan, pupils will develop their ability to understand the wholly different language system that is used. From understanding the tonal nature of the language and to learning about the structure of characters, pupils develop the four skills of listening, reading, writing and speaking. Along with understanding the differences in the writing and speaking styles, pupils will be exposed to a spiralled curriculum that will allow them to develop into students able to speak, read, write and listen to native level Spanish across a range of themes and topics.
- In addition to the direct benefits of learning Spanish, students also develop skills that will help them across all subjects at school, as well as setting them in good stead for their lives in further education and professionally. Problem solving, resilience, dealing with ambiguity and a growth mindset are key skills employers look for that are continually developed in Spanish students.

Year 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<u>Claro 1 – unit 1</u> <u>Los Básicos – una introducción al Español (Theme 1)</u> Students will learn to introduce themselves and talk about their age, birthdays and numbers 1 –31.	<u>Claro 1 – Unit 1</u> <u>Me Presento (Theme 1)</u> Students will learn how to introduce themselves, the numbers from 31 to 100, types of pets, opinions and colours in Spanish.	<u>Claro 1 – Unit 2</u> <u>Mi Familia (Theme 1)</u> They will gain vocabulary about family members, and how to describe in the third person.	<u>Claro 1 – Unit 2</u> <u>Descripciones (Theme 1)</u> They will study how to ask and answer questions about physical descriptions and personality	<u>Claro 1 – Unit 4</u> <u>Mi casa (Theme 2)</u> In this unit, students will learn new vocabulary to talk about their neighbourhood, houses and rooms.	<u>Claro 1 – Unit 4 & 3</u> <u>Mi Dormitorio & Tareas De Casa (Theme 2)</u> In this unit students will learn new vocabulary to describe their bedroom and house chores.
Building on	This is an introduction of this	Months / Numeracy - numbers 1 – 31 HT1	Y7 – verb to have	Y7 - colours	Y7 - physical descriptions	Y7 - Adverbs of frequency

<p>(knowledge, concepts and skills) KS2</p>	<p>topic, and the students are not required to know anything in advance. However, the teacher will assess on a case-by-case basis if the students have prior knowledge of:</p> <p>Days of the week (KS2) / seasons</p> <p>Alphabet (KS2 / Literacy - Spelling)</p> <p>Introducing yourself (llamarse) (KS2) (Literacy – Speaking)</p> <p>Numbers 1-31 (KS2/Numeracy)</p>	<p>English Literacy – antonyms/ synonyms</p> <p>English literacy - Conjunctions</p>	<p>Y7 - colours</p>	<p>Y7 - verb to have</p> <p>Y7 – verb to be</p> <p>Y7 - verb to have /negative</p>	<p>Y7 – verb to have</p> <p>Y7 -Verb to be</p> <p><u>Cross-curriculum:</u></p> <p>English literacy – How to write essays</p> <p>English literacy – What antonyms / synonyms are</p>	<p>Question words</p> <p><u>Cross-curriculum:</u></p> <p>English – What prepositions are.</p> <p>Literacy – awareness of sentence formation</p>
<p>Build towards (knowledge, concepts and skills) KS3</p>	<p><u>Listening, writing, speaking & Reading:</u></p> <p>Understanding spoken and written texts on:</p>	<p><u>Listening, writing, speaking & Reading:</u></p> <p>Understanding spoken and written texts on:</p> <p>Colours and Opinions</p> <p>Conjunctions</p>	<p><u>Listening, writing, speaking & Reading:</u></p> <p>Family members, their</p>	<p><u>Listening, writing, speaking & Reading:</u></p> <p>Writing and talking about family members descriptions, their</p>	<p><u>Listening, writing, speaking & Reading:</u></p> <p>The area where you live.</p>	<p><u>Listening, writing, speaking & Reading:</u></p> <p>Prepositions</p> <p>Describing my bedroom with prepositions</p>

	<p>Classroom instructions Days of the week/seasons Basic Greetings Saying how you feel (estar) Alphabet / Introducing yourself (llamarse) Numbers 1-31 Talking about age (tener)</p>	<p>Numbers up to 100 Pets</p>	<p>ages & birthdays. Pets and describing pets with colour. Professions/jobs in Spanish.</p>	<p>personalities & physical appearance.</p>	<p>Descriptions about types of houses and rooms in the house.</p>	<p>Chores Dream Home</p>
<p>Independent enrichment (wider reading and learning suggestions)</p>	<p><u>Developing thinking skills – Self regulation</u></p> <p>Paper fortune teller – Numbers and classroom instructions.</p> <p>Top Trumps South American Countries</p> <p><u>Film</u> The road to El Dorado – Colombia and its legends.</p>	<p><u>Developing thinking skills – Interpretation</u></p> <p>Game of Bingo in Spanish Learning a song about colours and numbers</p> <p><u>Film</u> Noel – References about careers</p> <p>Differences in how to celebrate Xmas in Spain and UK. In preparation to GCSE SoL and Spanish festivals.</p>	<p><u>Developing thinking skills – Decision making</u></p> <p>Top trumps – Professions Activity animal farm Tarsia – animales y colores</p> <p><u>Film</u> Zipi y Zape y el club de la canica – Famous Spanish comic books. Schools in Spain.</p>	<p><u>Developing thinking skills – Analytical</u></p> <p>Game of who is who in Spanish</p> <p><u>Film</u> Zipi y Zape y el club de la canica – Famous Spanish comic books. Schools in Spain.</p>	<p><u>Developing thinking skills – Analytical</u></p> <p>Presentation about the founder of SJC.</p> <p><u>Film</u> Tad: The explorer. - Peru, their people and stereotypes. The Incas. In preparation to A-Level SoL and pre-Hispanic civilizations.</p>	<p><u>Developing thinking skills – Creative</u></p> <p>Draw your ideal home.</p> <p><u>Developing thinking skills – Evaluation</u></p> <p>Kahoot: Tareas domésticas Tarsia – mi dormitorio</p> <p><u>Film</u> Tad: The explorer. Peru, their people &</p>

	Colombus and the Spanish conquistadores.					stereotypes. The Incas. In preparation to A-Level SoL & pre-Hispanic civilizations.
SMSC	<p><u>Cultural development</u></p> <p>Learning about: the Spanish/Spanish Countries/Spanish Heritage.</p> <p>The Day of the Dead celebration in Mexico (2nd Nov.)</p> <p>Reading about "Día de la Hispanidad" (12th October)</p> <p>Geography: names and location of Spanish-speaking Latin American countries & their capitals/ Main cities of Spain and their location.</p>	<p><u>Spiritual development</u></p> <p>Learning about the origin, significance, and importance of: monuments in Spain Name days Learning about the different Christmas and New Year traditions in Spain.</p>	<p><u>Cultural development</u></p> <p>Learning about the origin, significance, and importance of: Spanish Royal Family. Amazonian animals (ICT)</p> <p><u>Trips</u> Visit to the Golden Hinde – Cross curriculum with History re: Armada Invincible.</p> <p><u>PSHE:</u> Describing other people respectfully and sensitively</p>	<p><u>Cultural development</u></p> <p>Learning about Easter (Semana Santa)</p>	<p><u>Cultural development</u></p> <p>The Incas Carnaval in Spain Cinco de Mayo</p>	<p><u>Cultural development</u></p> <p>Hispanic Musicians Celebrity profiles on social media</p>

Careers			The Top Trumps game to include professions where speaking Spanish is an advantage. profession top trumps.pptx			The importance of the animated film industry in Spain and career opportunities.
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Year 8						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<u>Claro 1 – unit 3</u> <u>Los Pasatiempos y los músicos</u> (Theme 1) Students will gain knowledge of vocabulary related to mobiles, music, TV and hobbies, so that they can give information about what they do in their free time.	<u>Claro 1 – Unit 6 / Claro 2 – unit 3</u> <u>Mi Insti y los trabajos</u> (Theme 3) Students will gain knowledge of vocabulary related to mobiles, music, TV and hobbies, so that they can give information about what they do in their free time.	<u>Claro 1 – Unit 5</u> <u>Mi Ciudad</u> (Theme 2) Students will acquire new vocabulary to describe their town/village.	<u>Claro 2 – Unit 1</u> <u>Comida y Dieta</u> (Theme 1) Students will come across vocabulary related to food and drink, and how to order in a restaurant.	<u>Claro 2 – Unit 1</u> <u>El Cuerpo / La Salud</u> (Theme 2) Students will come across vocabulary related to body parts and illnesses.	<u>Claro 2 – Unit 2</u> <u>Vacaciones / Hacer planes</u> (Theme2) Students discuss holiday activities and weather and talk about future holiday preferences
Building on (knowledge,	English literacy – conjunctions	Literacy - spelling	Numeracy	Literacy – conjunctions	Literacy – conjunctions	Revision – Y7 – Countries

<p>concepts and skills)</p>	<p>English literacy – antonyms and synonyms) Revision - Y7 - Opinions - HT2) Revision – Y7 - Seasons – HT1. Revision – Y7 – Vivir – HT5</p>	<p>Literacy – antonyms and synonyms Telling the time – Numeracy Revision – Y7 – Numbers Revision – Y7 – Days of the week Literacy – conjunctions Revision – Y7 – Professions</p>	<p>Literacy – conjunctions Revision – Days of the week Literacy – essay writing Revision – Y7 – Photo card Revision – Y8 - Present Tense – Irregular verbs Revision – Y7 – Comparatives Revision – Y7 – Es v esta</p>	<p>Revision – Y8 - Telling the time Literacy – antonyms and synonyms Revision – Y7 – Expressing opinions Revision – Y8 – Telling the time Revision – Y7 – Semana Sante Revision – Y7 – Mi familia Revision – Y8 - Present Tense – regular verbs Revision – Y8 - Present Tense – regular verbs Revision – Y7 – Negative Revision – Y7 – Expression opinions</p>	<p>Literacy – Relationship between verbs and frequencies Revision – Y7 – Adverbs of frequency Literacy – Awareness of sounds Revision – Y7 – 5 de Mayo Revision – Y7 – Coco – El día de los muertos Revision – Y7 - The definite article – HT3 Revision – Verb to be – Y7 – whole year Revision – Y8 – Imperative – HT3</p>	<p>Literacy – relationship between letters and sounds Literacy – conjunctions Revision – Y7 – Spanish-Speaking countries – HT1 Revision – Y8 - IR – Present Tense – HT1 & HT3 Revision – Y7 – Opinions – HT2 Revision – Y7 – Conditional (dream house) - HT6 Revision – Y8 - Future expressions and Future tense – HT2 Revision – Y7 – Photo card – HT6</p>
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<p>Building towards (knowledge, concepts and skills)</p>	<p>Course Revision and course outline for the year</p> <p>Hobbies</p> <p>Sports with juego / hago</p> <p>Opinions with Sports extend using porque</p> <p>Weather</p>	<p>Pencil case items</p> <p>School subjects</p> <p>Giving opinions on subjects</p> <p>Telling the time</p> <p>Describing timetables</p> <p>School facilities</p> <p>School rules</p> <p>Extra-curricular activities</p> <p>Future plans / Professions</p> <p><i>Revision Y8 - Present Tense – regular verbs – HT1</i></p> <p><i>Revision – Y7 - whole year</i></p> <p><i>Revision Y7 – Numbers – HT1 & HT2</i></p> <p><i>Revision Y7 – verb to be – HT4</i></p>	<p>Places in town</p> <p>Where you go in town for certain things</p> <p>Directions</p> <p>Weekend plans</p> <p>Urban v rural</p> <p>Changes in the neighbourhood</p> <p>Revision – Y7 – Spanish-Speaking countries – HT1</p>	<p>Food and drink & Mealtimes</p> <p>Opinions on food and drink</p> <p>Tapas & Ordering food</p> <p>Healthy diet</p>	<p>Parts of the body</p> <p>It hurts</p> <p>Illness and treatments</p> <p>Frequencies</p> <p>At the doctors</p>	<p>Countries</p> <p>Transport</p> <p>Holiday activities</p> <p>Summer holiday / dream holiday project (things to do / fiestas to visit)</p>
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<p>Independent enrichment (wider reading and learning suggestions)</p>	<p><u>Developing thinking skills – Interpretation</u> Tarsia puzzle – Hacer –v- jugar - conjunctions.</p> <p><u>Film</u> Goal – Mexican immigration to the US and their struggles. The importance of speaking Spanish when looking for jobs in the US. In preparation to GCSE SoL and jobs.</p>	<p><u>Developing thinking skills – Evaluation</u> School subjects and opinions</p> <p><u>Film</u> Dora and the lost city of Gold - History and the Inca civilization. Pre-Hispanic civilizations and the importance to speak Spanish if you want to be a Historian. In preparation to A-Level SoL and Pre-Hispanic civilizations</p>	<p><u>Developing thinking skills – Interpretation</u> Guess where I am going – giving directions in a map.</p> <p><u>Film</u> Dora and the lost city of Gold - Geography and Biology – Animals and the rainforest. Importance of speaking Spanish if you want to work as a nature reporter or an environmentalist.</p>	<p><u>Developing thinking skills – Open mindedness</u> Customers in a restaurant - roll play using a Spanish menu</p> <p><u>Film</u> Padre no hay mas que uno – Daily live in a Spanish family.</p>	<p><u>Developing thinking skills – Open mindedness</u> Sing along – Head shoulders knees and toes.</p> <p><u>Film</u> The Book of Life – Mexican culture and the day of the death. In preparation to GCSE SoL and Spanish festivals.</p>	<p><u>Developing thinking skills – Evaluation</u> Top trumps – Spanish speaking countries</p> <p><u>Film</u> Zipi y Zape y la Isla del Capitán – holidays, family, etc.</p>
<p>SMSC</p>	<p><u>Cultural development</u></p> <p>Reading about Hispanic Heritage Month – artists / sportsmen</p> <p>Día de los Muertos</p>	<p><u>Cultural development</u></p> <p>Reading about subjects in Hispanic culture / School Day and term dates</p> <p><u>Spiritual development</u></p>	<p><u>Cultural development</u></p> <p>Speaking about towns in the Hispanic World The Aztecas</p>	<p><u>Cultural development</u></p> <p>Hispanic flavours (food, tapas and drink)</p> <p>Mealtimes in Spain – daily routine</p> <p>Restaurant menus</p>	<p><u>Cultural development</u></p> <p>Reading and writing about “5 de mayo”</p>	<p><u>Cultural development</u></p> <p>Learning about the Latin American Countries</p>

	Sports in the Hispanic culture	Christmas in Spain (ICT) New Year in Spain		<u>Spiritual development</u> Semana Santa / Easter food (torrijas)		
Careers	<u>Film</u> Goal – Mexican immigration to the US and their struggles. The importance of speaking Spanish when looking for jobs in the US. In preparation to GCSE SoL and jobs.	Careers – Video - How Will Languages Help Me?	<u>Film</u> Dora and the lost city of Gold - Geography and Biology – Animals and the rainforest. Importance of speaking Spanish if you want to work as a nature reporter or an environmentalist.			

Year 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p><u>Claro 2 – unit 2</u> <u>Las Vacaciones</u> <u>(pasadas)</u> <u>(AQA GCSE</u> <u>Theme 2)</u></p> <p>Students will learn how to describe their holidays using a new tense “preterite”.</p>	<p><u>Claro 2 – Unit 3</u> <u>Redes sociales, en</u> <u>línea, televisión,</u> <u>cine</u> <u>(AQA GCSE Theme</u> <u>1)</u></p> <p>Students will gain knowledge of vocabulary related to mobiles, music, TV and social networks, so that they can give information about what they do in their free time.</p>	<p><u>Claro 2 – unit 4</u> <u>La moda</u> <u>(AQA GCSE</u> <u>Theme 1)</u></p> <p>Pupils will learn to arrange to go out with friends, make excuses, talking about daily routine and what clothes you like to wear</p>	<p><u>Claro 2 – unit 5</u> <u>Mi rutina y mi</u> <u>mundo</u> <u>(AQA GCSE</u> <u>Theme 2)</u></p> <p>Students will learn to talk about daily routine.</p>	<p><u>Claro 2 – unit 6</u> <u>El Mundo Hispano</u> <u>(AQA GCSE</u> <u>Theme 1)</u></p> <p>The cultural focus will be learning about “fiesta” in Spanish-speaking countries, as this is one of the most significant and anticipated annual events in Hispanic countries across the world.</p>	<p><u>GCSE Theme 1 unit 4</u> <u>Cine / tradiciones y</u> <u>costumbres /</u> <u>proyectos</u> <u>(AQA GCSE Theme</u> <u>1)</u></p> <p>They will revisit different festivals and traditions in Spain.</p>
Building on (knowledge, concepts and skills)	<p>Revision – Y8 – Vacaciones (Hacer planes) - HT6</p> <p>Literacy – Conjunctions)</p> <p>Revision Y7 – Spanish Speaking countries – HT1</p>	<p>Literacy - antonyms and synonyms</p> <p>Literacy - antonyms and synonyms</p> <p>Revision – Y7 – Opinions – HT2</p> <p>Revision – Y8 – Slang expressions/opinions - HT6</p>	<p>Literacy – conjunctions & relationship between letters and sounds / accents</p> <p>Revision – Y8 - Present tense – HT1</p>	<p>Revision – Y7 – days of the week – HT1</p> <p>Revision – Y7 - Conditional – HT6</p> <p>Revision – Y7 – Mi familia – HT3</p> <p>Literacy – conjunctions &</p>	<p>Literacy – conjunctions & awareness of sounds/accents</p> <p>Revision – Y7 – Spanish-Speaking countries – HT1</p> <p>Revision – Y8 – Latin American</p>	<p>Literacy – comprehension</p> <p><u>Verb summary table</u> (Revision –Y7 – Conditional – HT6) (Revision – Y8 - Present tense – HT1) (Revision – Y8 - Future tense – HT2) (Revision – Y8 – Perfect tense – HT5)</p>

	<p>Revision Y8 – Spanish Speaking countries – HT6</p> <p>Revision – Y7 & Y8 – Día de la Hispanidad – HT1</p> <p>Revision – Y8 – Black History Month – HT1</p> <p>Revision – Y8 – <i>Ir</i> – HT6)</p>	<p>Literacy – relationship between letters and sounds</p> <p>Revision – Y7 – Hispanic Musicians – HT6</p> <p>Revision – Y7 – <i>Adverbs of frequency</i> – HT4</p> <p>Revision – Y7 – <i>More adverbs of frequency</i> – HT6</p> <p>Revision – Y7 – <i>Ser v estar</i> -whole year</p> <p>Revision – Y8 – <i>desde hace</i> – HT5</p>	<p>Revision – Y8 - Future tense – HT2</p> <p>Revision – Y8 – Near future tense – HT3</p> <p>Revision – Y7 - <i>numbers</i> – HT1</p>	<p>relationship between letters and sounds / accents</p> <p>Revision – Y7 – Las Fallas – HT4</p> <p>Revision – Y7 & Y8 – <i>Semana Santa</i> – HT4</p> <p>Revision – Y7 - <i>Conditional</i> – HT6</p> <p>Revision – Y8 – <i>Ir & Prepositions</i> – HT6</p>	<p>countries countries – HT6</p> <p>Revision –Y7 – <i>Conditional</i> – HT6</p> <p>Revision – Y8 - <i>Present tense</i> – HT1</p> <p>Revision – Y8 - <i>Future tense</i> – HT2</p>	<p>(Revision – Y8 – <i>Near future tense</i> - HT3)</p> <p>(Revision – Y8 – <i>Commands/requests</i> - HT5)</p> <p>(Revision – Y8 – <i>The imperfect tens</i> – HT 5)</p> <p>(Revision – Y8 – <i>Conditional</i> – HT6)</p> <p>(Revision – Y9 – <i>Preterite Tense</i> – HT1)</p> <p><u>time phrases</u></p> <p>(Revision – Y8 – <i>Future expressions</i> – HT2)</p> <p>(Revision – Y8 – <i>Future phrases</i> – HT6)</p> <p>(Revision – Y9 – <i>Past expressions</i> – HT1)</p> <p><u>Opinions</u></p> <p>(Revision – Y7 – <i>Opinions</i> – HT2)</p> <p>(Revision – Y7 – <i>Opinions</i> – HT2)</p> <p>(Revision – Y8 – <i>Imperative</i> – HT3)</p> <p>(Revision – Y8 – <i>Opinions</i> – HT4)</p> <p>(Revision – Y8 – <i>Slang expressions</i> – HT6)</p>
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						Frequencies <i>(Revision – Y7 - Adverbs of frequency – HT4)</i> <i>(Revision – Y7 – More adverbs of frequency)</i> <i>(Revision – Y9 – Frequencies – HT2)</i>
Building towards (knowledge, concepts and skills)	Holiday Revision and course outline for the year Activities in the past Describe a holiday in the past	Internet & social media activities TV programmes and opinions Films and opinions Musical tastes	Clothes and outfits Fashion patterns and describing clothes Shops / shopping centre Problems / refunds with items		Reading and writing about the Hispanic world	Films: Voces Inocentes / el Camino
Independent enrichment (wider reading and learning suggestions)	<u>Developing thinking skills – Evaluation</u> Kahoot: De vacaciones <u>Film</u> Coco – Mexican culture and the day of the death. In	<u>Film</u> Coco – Mexican culture and the day of the death. In preparation to GCSE SoL and Spanish festivals.	<u>Developing thinking skills – Evaluation</u> Kahoot: De compras <u>Film</u> The legend of Zorro – Famous Spanish books. Spain in	<u>Developing thinking skills – Evaluation</u> Kahoot – daily routine Tarsia – verbs – daily routine <u>Film</u>	<u>Developing thinking skills – Opened minded/Creative</u> Students to work on a presentation about different countries which speak Spanish <u>Film</u>	<u>Developing thinking skills – Opened minded / Creative</u> Students to work on a presentation about different festivals in Spain and Latam. <u>Film</u>

	preparation to GCSE SoL and Spanish festivals.		California Gold rush in 19th-century. In preparation to the A-Level SoL: Spanish History	The legend of Zorro – Famous Spanish books. Spain in California Gold rush in 19th-century. In preparation to the A-Level SoL: Spanish History	El Final del Camino – Spanish festivals, religion. In preparation for GCSE Tradiciones.	El Final del Camino – Spanish festivals, religion. In preparation for GCSE Tradiciones.
SMSC	<p><u>Cultural development</u></p> <p>Black History Month</p>	<p><u>Cultural development</u></p> <p>Telenovelas / Reality shows</p> <p>Día de los muertos</p> <p>Types of Hispanic music</p> <p>Online profiles – Hispanic stars</p>	<p><u>Cultural development</u></p> <p>Hispanic fashion / stars</p> <p>Bullring shopping centre: BCN / Shops – Zara</p> <p>Traditional outfits within Hispanic culture</p>	<p><u>Cultural development</u></p> <p>Las Fallas (ICT) compare with last year's ninots</p> <p><u>Spiritual development</u></p> <p>Semana Santa</p>	<p><u>Cultural development</u></p> <p>Spanish speaking countries</p> <p>Friendly Rivalries: Spain – M v B: El Clásico / Colombian football teams: Deportivo Independiente Medellín v Atlético Nacional</p> <p>Latin Dance & music</p>	
Careers						

Year 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p><u>AQA GCSE OUP: THEME 1 UNITS 4 & 1</u> <u>Las costumbres y las relaciones familiares, amistosas.</u></p> <p>Students will revisit and build upon content seen in Y7, 8 and 9 related to families, relationships, physical descriptions and personality.</p>	<p><u>AQA GCSE OUP: THEME 1 UNIT 2</u> <u>La tecnología</u></p> <p>They will look at vocabulary related to technology as seen in Y9.</p>	<p><u>AQA GCSE OUP: THEME 1 UNIT 3</u> <u>El Tiempo Libre</u></p> <p>Students will build upon their knowledge of free-time activities as seen in Y7, 8 and 9</p>	<p><u>AQA GCSE OUP: THEME 2 UNIT 6</u> <u>La Vida Sana</u></p> <p>Students will revisit the topic of food as seen in year 8 and how to lead a healthy lifestyle.</p>	<p><u>AQA GCSE OUP: THEME 2 UNIT 5</u> <u>Mi Casa y Mi Barrio</u></p> <p>Students will build upon content seen in Y7, 8 and 9 related to life in the city/countryside.</p>	<p><u>AQA GCSE OUP: THEME 2 UNIT 8</u> <u>Vacaciones (Hacer planes/ De turista)</u></p> <p>They will practice places in a town, describing holiday accommodation, and talking about future holidays plans</p>

<p>Building on (knowledge, concepts and skills)</p>	<p>Revision – Y7 – Spanish speaking countries – HT1</p> <p>Revision – Y8 – Spanish speaking countries – HT6</p> <p>Revision – Y9 – The Hispanic World – HT5</p> <p>Revision – Y7 – Family – HT3</p> <p>Literacy – Conjunctions</p> <p>Revision – Y8 – Hispanic Heritage Month – HT1</p> <p>Revision – Y9 – Verb summary table – HT6</p> <p>Time markers present & past:</p> <p>Revision – Y7 – Adverbs of frequency – HT2</p> <p>Revision – Y7 – More adverbs of frequency – HT6</p>	<p>Revision – Y7 & Y8 – <i>opinions – whole year</i></p> <p>Revision – Y9 – <i>Redes sociales, en línea, television, cine – HT2</i></p> <p>Literacy – Conjunctions - antonyms and synonyms</p>	<p>Revision – Y8 – <i>Los pasatiempos y los musicos – HT1</i></p> <p>Revision – Y8 – <i>el mundo hispano – HT5</i></p> <p>Literacy – Conjunctions - antonyms and synonyms – awareness of sounds</p>	<p>Revision – Y8 – Comida y dieta – HT4</p> <p>Revision – Y9 - El cuerpo y la salud – HT5</p> <p>Literacy – Conjunctions - antonyms and synonyms – awareness of sounds</p>	<p>Revision – Y7 - Descripciones – HT3</p> <p>Revision – Y7 – Mi Casa – HT5</p> <p>Revision – Y7 – Mi dormitorio y tareas de casa – HT6</p> <p>Revision – Y8 – Mi Ciudad – HT3</p> <p>Revision – Y9 – <i>La moda – HT3</i></p> <p>Literacy – Conjunctions – awareness of sounds</p> <p>Numeracy - Spatial Awareness</p>	<p>Revision – Y7 & Y8 – Spanish speaking countries – HT1 & HT6</p> <p>Revision – Y7 – Mi familia – HT3</p> <p>Revision – Y8 – Vacaciones (Hacer planes) – HT6</p> <p>Revision – Y9 – El mundo hispano – HT5</p> <p>Revision – Y8 – Mi ciudad – HT3</p> <p>Revision – Y7 & Y8 – Spanish speaking countries – HT1 & HT6</p> <p>Revision – Y8 – Vacaciones (Hacer planes) – HT6</p> <p>Revision – Y9 – El mundo hispano – HT5</p>
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	<p>Revision – Y7 – Tengo / no tengo – HT2 & HT3</p> <p>Revision – Y7 – Possessive adjectives – HT3</p> <p>Revision – Y8 – Comida y dieta – HT4</p>					<p>Literacy – Conjunctions - antonyms and synonyms – awareness of sounds</p>
<p>Building towards (knowledge, concepts and skills)</p>	<p>KS3 Revision and course outline for the year</p> <p>Spanish lifestyle and routines & time</p> <p>Regions and Regional customs</p> <p>Latin American countries – custom differences</p> <p>Family, Friends, Relationships (KS3)</p>	<p>Communicating via internet and giving opinions on it (F)</p> <p>Social media: good or bad? (H)</p> <p>Using mobiles and opinions on mobile technology (F)</p> <p>Use of mobile technology (H)</p>	<p>What you like and don't like doing (F)</p> <p>What you do in your free time (F) Weekend plans (H)</p> <p>Sports using jugar / hacer and giving opinions with reasons. Talking about sport in using 'si' (KS3)</p> <p>Sports in the world (H)</p> <p>Food and Eating out (F)</p>	<p>Healthy diet, healthy and unhealthy eating (F) (KS3)</p> <p>Opinions on healthy living (H)</p>	<p>House and rooms (KS3) (F)</p> <p>Your house: type, where, opinion (F)</p> <p>Describing house and where (H)</p> <p>Shops/places in town (F) (KS3)</p> <p>Advantages and disadvantages: town and country (H)</p>	<p>Countries, transport, destinations(F) (KS3)</p> <p>Accommodation and complaints (F)</p> <p>Directions (F)</p> <p>tourist leaflets and websites (H)</p> <p>describing a region (H)</p>

			Special occasion meals (H)			
Independent enrichment (wider reading and learning suggestions)	<p><u>Developing thinking skills – Evaluation</u> Kahoot: 3.1.H - Hablando del tiempo libre y de los planes (Revisiting relevant Kahoots from previous years)</p> <p><u>Film</u> Amistad – Black History. The involvement of Spain. (Revision – Y7 & Y8)</p>	<p><u>Developing thinking skills – Evaluation</u> Kahoot: 1.2 F AQA Spanish: Planes para el futuro Kahoot: Por –v- Para (Revisiting relevant Kahoots from previous years)</p> <p><u>Film</u> Amistad – Black History. The involvement of Spain. (Revision – Y7 & Y8)</p>	<p><u>Developing thinking skills – Evaluation</u> Kahoot: AQA: UNIT 3: Mi tiempo libre (Revisiting relevant Kahoots from previous years)</p> <p><u>Film</u> Castellers del Mundo– Spanish festivals, religion. In preparation for GCSE Traditions.</p>	<p><u>Developing thinking skills – Evaluation</u> Kahoot: La vida sana (Revisiting relevant Kahoots from previous years)</p> <p><u>Film</u> Perdiendo el norte – Unemployment in Spain. In preparation for GCSE Y11 volunteer</p>	<p><u>Developing thinking skills – Evaluation</u> Kahoot: Mi casa (Revisiting relevant Kahoots from previous years)</p> <p><u>Film</u> Perdiendo el norte – Unemployment in Spain. In preparation for GCSE Y11 volunteer</p>	<p><u>Developing thinking skills – Evaluation</u> Kahoot: Mis vacaciones (Revisiting relevant Kahoots from previous years)</p> <p><u>Film</u> Perdiendo el norte – Unemployment in Spain. In preparation for GCSE Y11 volunteer</p>

SMSC	<u>Cultural development</u> Reading about Hispanic Heritage Month – fiestas Cultural differences within the Hispanic World	<u>Cultural development</u> Día de los muertos / Día de todos los Santos <u>Spiritual development</u> Christmas in Hispanic World (ICT) New Year in Spain	<u>Cultural development</u> Restaurant menus – Spain / special occasions foods in the Hispanic Cuisine: mariscada	<u>Cultural development</u> Hispanic flavours (food, tapas and drink) Botellón Fiestas related to foods / drink: vino, pulpo, mejillón, sardina, agua, tortilla – regional within Spain and Latin America <u>Spiritual development</u> Semana Santa / Easter foods (torrijas)	<u>Cultural development</u> Cultural exchange with a visiting school from Spain. 5 de mayo Cities: old town / plazas and new town.	<u>Cultural development</u> Regions in Spain: Galicia / Cataluña / Andalucía
Careers	Career				<u>Film</u> Perdiendo el norte – Unemployment in Spain. In preparation for GCSE Y11 volunteer	

Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p><u>AQA GCSE OUP: THEME 2 UNITS 6 & 7</u> <u>Ser voluntario / el medioambiente y la pobreza.</u></p> <p>They will study looking after the environment at home, volunteering, serious global problems, how we can try to address them.</p>	<p><u>AQA GCSE OUP: THEME 3 UNITS 9 & 10</u> <u>Mi Insti y las asignaturas</u></p> <p>Students will revisit and build upon the topic of school introduced in Y8. They will study school subjects, rules, uniform, facilities, clubs and achievements</p>	<p><u>AQA GCSE OUP: THEME 3 UNITS 11 & 12</u> <u>Carreras: La Universidad y los trabajos</u></p> <p>Students will revisit and build upon the topic of school introduced in Y8. They will study school subjects, rules, uniform, facilities, clubs and achievements</p>	<p><u>AQA GCSE OUP: THEME 1 / 2 / 3</u> <u>Repaso y Práctica, preparación examen oral</u></p>		
Building on (knowledge, concepts and skills)	<p>Revision – Y7 – conditional – HT6</p> <p>Revision – Y7 – chores – HT6</p> <p>Revision – Y8 – trabajos – HT2</p> <p>Revision – Y8 – Mi ciudad – HT3</p> <p>Revision – Y9 – Mi casa y mi barrio – HT5</p>	<p>Revision – Y8 – Mi Insti y los trabajos – HT2</p> <p>Revision – Y9 – Mi rutina y mi mundo - HT4</p> <p>Literacy – Conjunctions, antonyms and synonyms</p>	<p>Revision – Y7 – Mi familia – HT3</p> <p>Revision – Y8 – Mi insti y los trabajos – HT2</p> <p>Literacy – Conjunctions, antonyms and synonyms</p>			

	Literacy – conjunctions, antonyms /synonyms					
Building towards (knowledge, concepts and skills)	<p>Revision and course outline for the year</p> <p>Ways of volunteering,</p> <p>Charities and voluntary work (F)</p> <p>The importance of charity (H)</p> <p>Recycling and protecting the environment (F)</p> <p>Environmental problems (H)</p> <p>Poverty and homelessness (F)</p> <p>Helping the needy and the homeless (H)</p>	<p>Subjects – opinions and comparisons (KS3) (F)</p> <p>Talking about your studies (F)</p> <p>describe a day in school (H)</p> <p>School routine & timetables (KS3) (F) (Numeracy)</p> <p>School rules and uniform (F)</p> <p>Good and bad aspects of school (H)</p>		<p>Revision of topics and example questions per skill</p> <p>Speaking exam preparation / practice</p> <p>Verbs: tenses</p> <p>Time frames</p> <p>Opinions</p>		
Independent enrichment (wider reading)						

and learning suggestions)						
SMSC	<u>Cultural development</u> Hispanic Heritage Month – fiestas Poverty in Hispanic World Homelessness Hispanic coastlines in danger – plastic bottles / sea life.	<u>Cultural development</u> Christmas and New Year in Hispanic World School terms / holidays Schools in Spain / exams	<u>Cultural development</u> Education pathway – Spain Differences in school culture e.g uniform			
Careers			Careers – Post-16 and work			

Year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	AQA SPANISH: A LEVEL YEAR 1: UNITS 4 & 5 La influencia de los ídolos, la identidad regional y un poco de Historia	AQA SPANISH: A LEVEL YEAR 1: UNITS 5 & 6 la identidad regional y el Patrimonio cultural	AQA SPANISH: A LEVEL YEAR 1: UNITS 2 & 3 El ciberespacio y la igualdad de los sexos	AQA SPANISH: A LEVEL YEAR 1: UNIT 1 & YEAR 2: UNIT 3 Los valores tradicionales y	AQA SPANISH: A LEVEL YEAR 2: UNIT 4 Jovenes de hoy, ciudadanos del mañana	AQA SPANISH: A LEVEL Literatura, Pelicula, IRP Films: Volver/Ocho apellidos vascos

	Students understand and discuss the influence in the world of famous people focusing on celebrities from Spanish speaking countries.	Students understand the difference between UK and Spain/Latin America regarding gastronomy, festivities and traditions.	The students explore the world of the internet and the pros and cons of using social media.	modernos y la convivencia Students will be able to talk and understand the traditional values of a family as well as the new families' compositions. Students have an understanding of the importance of religion in the culture of Spain.	Students are able to talk about political parties in Spain and the involvement of young people in politics. Students also understand the difficulty of youth unemployment in Spain and its impact on the way they live.	Students are able to talk about the main characters of the film and discuss the main themes that appear in the film as well as being able to relate them to the social context.
Building on (knowledge, concepts and skills)		Prior learning Building on strategies for writing a summary based on a listening and reading extract and bilateral translation. Reviewing traditions/festivals and numerals from KS4. Future learning:	Prior learning: <i>Ciberespacio</i> is a topic students will have some knowledge of from GCSE, so their vocabulary is built on this foundation. Future learning: They will apply their learning about summary writing and expressions to weigh up arguments in all	Prior learning: Activities are designed to recap and develop grammatical structures rooted in the thematic content of previous units. At KS4– core grammar and basic topic vocabulary is covered and serve as a simple base on which to build this first unit.	Prior learning: Review common indicative tenses from KS4. Revision of nouns, adjectives, adverbs, prepositions, and pronouns. Year 12 HT1 'Los valores tradicionales y modernos' is loosely linked to aspects of this unit. Future learning:	Play: LCDBA Culture (ICT) La vida española: costumbres y tradiciones Narcotráfico - Fariña Guerra Civil Cross Curricular Literature Drama Films: Volver

		<p>How to identify and correct mistakes.</p> <p><u>Understanding:</u> Students will understand how to: Discuss the cultural diversity of the 17 autonomous regions of Spain (religious and non-religious festivals, traditions, gastronomy, language). Express personal views on bullfighting. Explain how factors such as the weather affect aspects of Spanish life.</p> <p><u>Skills:</u> Improve Listening skills – for gist and detail (understand instructions, identify</p>	<p>later areas of the course.</p> <p><u>Understanding:</u> Students will understand how to: Discuss the impact that the Internet, smart phones and social networks have had on Spanish-speaking society; Explain the advantages and disadvantages of the internet and social networks, including issues such as online bullying, gambling, and addictions and fraud; Comment on the ways different age groups make use of social networks and the internet.</p>	<p><u>Future learning:</u> More complex grammar: subjunctive mood (the present and perfect subjunctive) with negative expressions, review unit vocabulary and increase lexicon.</p> <p><u>Understanding:</u> Students will understand how to communicate verbally using a variety of tenses.</p> <p><u>Skills:</u> Understand more complex grammar terminology and key expressions. Demonstrate independence using a Spanish online dictionary and websites for research. Participate in conversations in front of others.</p>	<p>Subsequent themes of 'Monarquías y dictaduras' and 'Los movimientos populares' are linked to the ideas and contextual information explored in this unit. Continue to access authentic materials such as news articles in order to keep abreast of issues relating to Immigration in Hispanic countries.</p> <p><u>Understanding:</u> Students will know how to: Explain with examples how young people are involved/not involved in politics in Spain and the Spanish-speaking world. Verbally communicate the</p>	<p>Ocho apellidos vascos</p>
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		<p>synonyms, use own words to summarise audio extract)</p> <p>Film: Volver Ocho apellidos vascos</p>	<p>Skills: Understand more complex grammar terminology and key expressions.</p> <p>Film: Volver Ocho apellidos vascos</p>	<p>Asking questions. Translation techniques. Course organisation skills Selecting information online in order to develop ideas on a range of issues relating to this unit.</p> <p>Film: Volver Ocho apellidos vascos</p>	<p>issues around the high rate of youth unemployment in Spain and the problems this causes them and their families. Describe and discuss the type of society young people in the Spanish world want to live in.</p> <p>Skills: Use a variety of negative expressions. Be able to talk about data and trends. Use an increasingly wide range of expressions to express an opinion or an evaluation. Be able to apply and use the complex language covered within a presentation and unplanned discussion.</p>	
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					<p><u>Trips</u> BFI – Studying Spanish through films</p> <p><u>Film:</u> Volver Ocho apellidos vascos</p>	
<p>Building towards (knowledge, concepts and skills)</p>	<p>KS4 Revision and course outline for the year History of Hispanic Culture – brief summary (dictatorship – democracy) Political and artistic culture: The role of singers, musicians, TV and film stars and models in Spanish-speaking societies Celebrity culture and influence and its advantages and disadvantages in Spanish-speaking societies. Models and issues to do with representation, diversity and body</p>	<p>Customs and traditions in Spain. La <i>gastronomía</i> - Differences in Spanish gastronomy due to geographical locations. Las lenguas - Languages spoken in Spain (Castellano, Catalan, Euskera, Gallego, Aranés). Co-official languages in education Key vocabulary and expressions. El patrimonio y su diversidad</p>	<p><i>La influencia de Internet</i> Los móviles inteligentes en nuestra sociedad Las redes sociales: beneficios y peligros La mujer en el mercado laboral El machismo y el feminismo Los derechos de los gays y las personas transgénero Las mujeres de Almodóvar. Penélope Cruz y Carmen Maura. La mujer –v- el hombre en el</p>	<p>Los cambios en la familia Actitudes hacia el matrimonio y el divorcio La influencia de la Iglesia Católica Las religiones - convivir La educación - convivir El contexto histórico en Volver.</p> <p><u>Culture</u> Semana Santa</p> <p><u>Cross Curricular</u> RE – Easter</p>	<p>Los jóvenes y su actitud hacia la política: activismo o apatía El paro entre los jóvenes Su sociedad ideal Los temas tratados en Volver (la solidaridad femenina, la religión en España, etc).</p> <p><u>Culture</u> La crisis del paro</p> <p><u>Cross Curricular</u> Politics</p>	

	<p>image in Spanish speaking society. The roles and responsibilities of celebrities and idols from the worlds of music, TV, film and modelling. Almodóvar y las chicas Almodóvar.</p> <p><u>Culture</u> Hispanic Heritage Month – fiestas Día de la Hispanidad Cultural differences within the Hispanic World.</p> <p><u>Cross Curricular</u> Black History Month Music – Afro-latino</p> <p><u>Prior learning</u> This unit builds on grammar, vocabulary, and translation skills through theme related practice across the year.</p> <p><u>Future learning:</u> Planning and carrying out Year 12</p>	<p>Sitios históricos y civilizaciones prehispanicas Arte y arquitectura Guerra civil. Volver: Madrid – v – La Mancha</p> <p><u>Culture</u> Christmas & New Year in Spain. Pre-Hispanic influence – architecture: Arabic, Aztec, Mayan, Inca, Roman . Barcelona – Sagrada Familia / Casa Miró</p> <p><u>Cross Curricular</u> RE: 3 Wise Men History of Art – research</p>	<p>cine de Almodóvar</p> <p><u>Culture</u> Carnaval Caribeño y de Panamá. Technology in Latinoamérica. Male dominated Hispanic society. Carmen Chacon March – Women's Day – Madrid.</p> <p><u>Cross Curricular</u> Politics – women v men</p>			
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	<p>revision in preparation for internal examinations in Y13 students will further develop receptive and productive skills, complexity, and accuracy as they move on to study the more social and political topics of year 2 of the course</p> <p>Online dictionary (Word reference.com)</p> <p><u>Understanding:</u> Students will understand how to: Discuss significant genres and styles of music from Spain and Spanish-speaking America and their importance. Explore issues to do with diversity and representation in modelling, such as the lack of representation of people from different ethnicities, and the</p>					
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	<p>glamorisation of thinness.</p> <p>Skills:</p> <ul style="list-style-type: none"> Using the internet to enhance work and develop as independent researchers. <p>Use a range of connectives for different purposes to improve written work and speaking.</p> <p>Be able to use a range of opinion phrases.</p> <p>Develop strategies for proofreading and correcting written work.</p> <p>Develop research strategies.</p> <p>Develop strategies for summarising Spanish texts.</p>					
<p>Independent enrichment (wider reading and learning suggestions)</p>	<p>Film: Volver</p> <ul style="list-style-type: none"> Using the internet to enhance work and develop as independent researchers. 			<p>Course organisation skills Selecting information online to develop ideas on a range of issues relating to this unit.</p>	<p>Verbally communicate the issues around the high rate of youth unemployment in Spain and the problems this</p>	<p>Films: Volver Ocho apellidos vascos</p>

	Develop research strategies. Develop strategies for summarising Spanish texts.				causes them and their families.	
SMSC moral	History of Hispanic Culture – summary (dictatorship – democracy). debate and justify the ways celebrities can use their influence to do good, as well as problems associated with this.	Discuss the cultural diversity of the 17 autonomous regions of Spain (religious and non-religious festivals, traditions, gastronomy, language). Las lenguas - Languages spoken in Spain (Castellano, Catalan, Euskera, Gallego, Aranés). Express personal views on bullfighting	Discuss the impact that the Internet, smart phones, and social networks have had on Spanish-speaking society.	Actitudes hacia el matrimonio y el divorcio	Los temas tratados en Volver (la solidaridad femenina, la religión en España, etc), El paro entre los jóvenes (unemployment)	
Careers	Learning skills which students can use in their future careers such as: Using the internet to enhance work and develop as		Male dominated Hispanic society and how this affects women's opportunities in the job market.	Differences between the working world for women and men. Advantages and disadvantages.	Exploring the differences between the political systems in Spain and the UK.	

	<p>independent researchers.</p> <p>Develop research strategies.</p> <p>Develop strategies for summarising texts.</p>		<p>Politics – women v men</p>	<p>Learning organisational skills.</p>	<p>Unemployment in Spain and the careers that are popular among different employers.</p> <p>Describe and discuss the jobs young people in the Spanish world want and how the job market has changed as a result.</p>	
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Year 13						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>AQA SPANISH: A LEVEL YEAR 2: UNITS 1,2 & 3</p> <p>La inmigración, el racismo, la convivencia</p> <p>Students can discuss the positive and</p>	<p>AQA SPANISH: A LEVEL YEAR 2: UNITS 5 & 6</p> <p>Monarquías y dictaduras; los movimientos populares</p>	<p>AQA SPANISH: A LEVEL YEAR 1 & 2</p> <p>IRP, Play and Film prep</p> <p>The students have a full understanding of LCDBA. Students</p>	<p>AQA SPANISH: A LEVEL YEAR 1 & 2</p> <p>IRP, Play and Film prep</p> <p>The students have a full understanding of LCDBA. Students understand the structure for essays to</p>	<p>AQA SPANISH: A LEVEL</p> <p>Past papers and Speaking exam</p>	

	negative aspects of immigration and will have a deep knowledge of problems that immigrants and migrants face nowadays.	Students understand the difficulties through a dictatorship and can talk about the transition in Spain from a dictatorship to a monarchy and the new liberties the Spanish people had.	understand the structure for essays to talk about different themes, characters, social context and literary techniques.	talk about different themes, characters, social context and literary techniques.		
Building on (knowledge, concepts and skills)	<u>Prior learning</u> Review common indicative tenses from KS4 and Y12: present, imperfect, preterit, future, conditional, compound tenses, Revision of nouns, adjectives and prepositions. Year 12: Units 5 & 6 -Regional identity and Cultural heritage are loosely linked to aspects of this unit.	<u>Prior learning:</u> <ul style="list-style-type: none"> How the coexistence of different cultures in the Middle Ages had such an impact on the regional identity of the Spain we know today – language, gastronomy, customs, cultural heritage. (Y12 	<u>Prior learning:</u> The political systems of Spain and Spanish-Speaking American countries links to the first theme of Y13, Jóvenes de hoy, ciudadanos del mañana. Core tenses from KS4 and Y12 including the preterit. Students study the play La Casa de Bernarda Alba and the co-	<u>Prior learning:</u> The IRP can draw on vocabulary and structures across all four themes of the A level programme. Throughout the course students have learnt how to research and analyse different cultural aspects and then present and justify valid arguments, viewpoints and conclusions to the class. <u>Future learning:</u>	Past papers practice <u>Culture</u> IRP <u>Cross Curricular</u> Exam skills <u>Trips</u> BFI – Studying Spanish through films Teatro Cervantes -	

	<p>Future learning: Why immigrants are often the victims of racial abuse. How cultural barriers in a society can lead to racist behaviour. Further develop listening and reading comprehension skills on this topic by completing specimen tasks and past papers. Review and learn new vocabulary associated with racism, and integration using additional sources to the textbook. Develop speaking and analytical skills by practising sample stimulus cards.</p> <p>Skills: Improve dictionary skills.</p>	<p>- Unit 5 Regional identity).</p> <ul style="list-style-type: none"> The minority groups that still suffer discrimination (Yr 13 - Unit 2 Racismo). <p>Future learning:</p> <ul style="list-style-type: none"> Build on awareness and understanding of the contemporary society, political history and cultural background of Hispanic countries by reviewing the course content and by accessing authentic news articles. 	<p>teaching of this unit supports the development of a coherent understanding of the context, also linked to the Y12 theme of Los valores tradicionales y modernos. Year 12 Theme 3 La igualdad de los sexos considers rights and the ways they have changed over time. Themes 4 and 5 of Year 13, Jóvenes de hoy, ciudadanos del mañana and Monarquías y dictaduras are interlinked with this theme.</p> <p>Future learning: Students will go on to further develop language skills by undertaking varied tasks from</p>	<p>Continue to develop as independent researchers. Improve language learning skills and communication strategies to sustain communication and build fluency and confidence.</p> <p>Skills: Research methods: identify appropriate materials from a range of authentic sources Organise information: mind maps, categories, structured note taking etc. How to structure the initial 2-minute presentation. Communication strategies: rephrasing, adjusting the message, asking for clarification/repetition, repair strategies, such as self-correction.</p> <p>Culture Semana Santa</p> <p>Cross Curricular</p>	<p>La Casa de Bernarda Alba</p> <p>Play: La casa de Bernarda Alba</p>	
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	<p>The importance of checking work – drafting and redrafting work to increase accuracy and avoid errors. Develop the capacity for critical and analytical thinking</p> <p><u>Culture</u> Hispanic Heritage Month – fiestas Fútbol - racismo El Día del Inmigrante La convivencia de culturas</p> <p><u>Cross Curricular</u> Black History Month</p> <p><u>Play:</u> LCBA</p>	<ul style="list-style-type: none"> • Themes 1-4 exam style revision tasks <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Use language for describing change. • Vary sentence structure to enhance writing. • How to structure an argument. • Translation into Spanish. <p><u>Culture</u> Religion – Funerals in Spain.</p> <p><u>Cross Curricular</u> Research skills</p> <p><u>Play:</u> La casa de Bernarda Alba</p>	<p>specimen questions and past papers. Students will continue to access authentic materials such as newspaper articles in order to keep abreast of current affairs and issues relating to monarchies and dictatorships. Build on awareness and understanding of the contemporary society, political history and cultural background of Hispanic countries by reviewing the course content and by accessing authentic news articles. They will go on to complete exam style tasks where they will apply their knowledge.</p> <p><u>Skills:</u></p>	<p>Business: Presentation skills</p> <p><u>Play:</u> La casa de Bernarda Alba</p>		
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			<p>Be able to develop and extend a discussion about a historical figure (such as a dictator) and their impact. Develop extended discussions about each sub-topic, evaluating pros and cons.</p> <p><u>Culture</u></p> <p>Christmas in 1930s-1970s El Gordo</p> <p><u>Cross Curricular</u></p> <p>History and Politics Socialism</p> <p><u>Play:</u> La casa de Bernarda Alba</p>			
Building towards	<input type="checkbox"/> La inmigración en el mundo hispánico.	<ul style="list-style-type: none"> The coexistence of different cultures in 	<p>The impact of the civil war on Spain La dictadura de Franco</p>	<p>Summaries Essay tasks. Speaking preparation</p>		

<p>(knowledge, concepts and skills)</p>	<p>Los indocumentados – problemas. Verbally communicate the positive and negative aspects of immigration and the plight of illegal immigrants, their life and experiences. LCBA: Social status within small towns in Spain.</p> <p><u>Understanding:</u> Students will understand how to: Describe and discuss racist attitudes in the Spanish speaking world and the measures to combat racism and their effectiveness. Discuss existing and consider possible new legislation.</p>	<p>Spanish society: past and present.</p> <ul style="list-style-type: none"> • The barriers to peaceful integration: language, religion, politics and culture. • Education: discrimination in the classroom, social integration programmes, multilingualism • Religious coexistence: the Spanish Inquisition, examples of successful interfaith coexistence. • LCBA: Society in pre-Franco Spain. • LCBA: The importance of 	<p>La evolución de la monarquía en España Dictadores latinoamericanos La efectividad de las manifestaciones y las huelgas El poder de los sindicatos Ejemplos de protestas sociales LCBA: How Franco's dictatorship affected the life of people in Spain (Religion, politics, fear, women –v-men, etc).</p> <p><u>Understanding:</u> Students will understand how to: Explain the impact of the civil war on Spain. Discuss life under Franco's leadership and how this developed and changed over time.</p>	<p>The IRP is based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of one of the Spanish speaking countries or communities. ▫ A historical event; A person; A major news events period of history; A group (fashion, tourism, computer games.); A social issue (immigration, gender equality, domestic violence); A region; A cultural movement; A political issue; An environmental issue; A sports event/figure; A film; Art/architecture The student's chosen question or statement should allow the student to access the full range of marks.</p> <p><u>Understanding:</u></p>		
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		<p>Christianity in Spain.</p> <p><u>Understanding:</u></p> <p>Students will understand how to:</p> <ul style="list-style-type: none"> • Express the different ways social groups and immigrants integrate and coexist in Spain, Mexico and Argentina. • Communicate different points of view about the social groups in educational establishments . • Explain how the Spanish Inquisition put an end to what had been a peaceful 	<p>Describe the changes from monarchy to republic to dictatorship. Describe the transition from dictatorship to monarchy. Evaluate the issues leading to the abdication of King Juan Carlos and the present. circumstances of the Spanish royal family</p> <p>Recent strikes and protests in Spain and the Spanish-Speaking world and the ways in which these have been effective/ineffective.</p> <p>Know some examples of trade unions and the ways in which they have had power. Examples of social protests in Spain and the Spanish-speaking world</p>	<p>Students will understand how to:</p> <p>Choose a topic that is relevant, has easy access to resources and can be developed.</p> <p>Formulate the title and the introduction.</p> <p>Develop the content, right up to the conclusion.</p> <p>Anticipate the questions that might be asked and prepare possible responses.</p>		
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		<p>coexistence between Muslims, Catholics, and Jews.</p> <ul style="list-style-type: none"> • Communicate how political differences threaten a peaceful coexistence: ETA and Cataluña. • Describe the issues surrounding the integration of different cultures within the sphere of education. • Describe the coexistence of various religions in the Hispanic world. 	<p>and the impact these have had.</p> <ul style="list-style-type: none"> • Examine and evaluate the impact of protests such as the 15-M Movement in Spain and the Mothers of the Plaza de Mayo movement in Argentina and the ways these drew global attention to particular problems. 			
<p>Independent enrichment (wider reading)</p>	<p>Play: LCBA Develop speaking and analytical</p>		<ul style="list-style-type: none"> • Examine and evaluate the impact of protests such 	<p>Continue to develop as independent researchers.</p>		

and learning suggestions)	skills by practising sample stimulus cards.		as the 15-M Movement in Spain and the Mothers of the Plaza de Mayo movement in Argentina and the ways these drew global attention to particular problems.	Independent Research project: Choose a topic that is relevant, has easy access to resources and can be developed. Formulate the title and the introduction. Develop the content, right up to the conclusion. Anticipate the questions that might be asked and prepare possible responses.		
SMSC	The roles and responsibilities of celebrities and idols from the worlds of music, TV, film and modelling. Describe and discuss racist attitudes in the Spanish speaking world and the measures to combat racism and their effectiveness.	<ul style="list-style-type: none"> • The coexistence of different cultures in Spanish society: past and present. • Communicate different points of view about the social groups in educational establishments <p>Religion – Funerals in Spain (as seen in Volver yer 12).</p>	Explain the impact of the civil war on Spain.			

<p>Careers</p>	<p>Developing soft skills such as speaking and analytical skills.</p>	<p>Learning useful research skills which can be applied to any future job.</p> <p>Learning how discrimination in the classroom and the lack of multilingualism affects the job market.</p>	<p>The power of trade unions and their influence in the Hispanic job market.</p> <p>Gender equity: rights and differences in the job market.</p> <p>The job market for today's youth.</p>	<p>Developing skills which today's employers valued when recruiting.</p> <ul style="list-style-type: none"> • Research methods: identify appropriate materials from a range of authentic sources <p>Organise information: mind maps, categories, structured note taking etc.</p> <p>Public speaking and communication strategies: rephrasing, adjusting the message, asking for clarification / repetition, repair strategies, such as self-correction.</p> <p>Presentation skills.</p>		
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