

Mission Statement: Everyone has a positive experience in learning a language and building transferable skills while learning about another culture.

| KS3            | Autumn 1   | Autumn 2 | Spring 1  | Spring 2 | Summer 1   | Summer 2 |
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| 7 3 Lessons/2W | <b>Topic:</b> greetings and introducing yourself<br><br><b>Subject Content:</b><br><br>Introducing yourself, (name, age, birthday, family members and pets, where you live),<br>Talking about what you were like when you were little.<br><br><b>Skills Focus:</b><br><br>pronunciation<br>Numbers<br>Me gusta/gustan<br><br><b>Assessment:</b><br><br>RA inReading Listening and Translation  |          | <b>Topic:</b> Personality + physical appearance (me and others)<br><br><b>Subject Content:</b><br><br>Being able to describe oneself and other people in personality and appearance.<br><br><b>Skills Focus:</b><br><br>Pronunciation<br>Soy / TENER , adjective agreements , number up to 100    |          | <b>Topic:</b> Free time, activities and weather<br><br><b>Subject Content:</b><br><br>Describe ones' activities according to the weather.<br><br><b>Skills Focus:</b><br><br>Pronunciation, present tense, opinion and justification<br><br><b>Topic:</b> School uniform + opinions & Revision EoY exam<br><br><b>Subject Content:</b><br><br>Describe ones' uniform, giving opinion and reason<br><br><b>Skills Focus:</b><br><br>Pronunciation, Me gusta/me gustan , Opinions /justification , Adjective agreements, Hay / no hay , Adjective agreements<br><br><b>Assessment:</b><br><br>EOY (listening. Dictation, reading, writing) Speaking exam (reading aloud + questions) |          |
|                | <b>Rationale:</b><br><br>Starting with being able to talk about yourself and other people, introduction to masculine, feminine and agreement concepts.<br>Focus on speaking, listening and reading skills, building confidence and enjoyment of the new language   |          | <b>Rationale:</b><br><br>Talking about school makes sense for Y7s who have just changed schools. Consolidation of the novelties of masc, fem, agreements<br>Recall of Term 1 Vocabulary<br>Focus on speaking, listening and reading skills, building confidence and enjoyment of the new language |          | <b>Rationale:</b><br><br>This term is focused on the Productive skills in order to complete the skills range of the year.  |          |
|                | <b>Underlying learner skills:</b><br><br>Receptive skills; listening and reading - Productive skills: speaking and writing<br>Continual practice of the 4 skills during the lesson and low stakes tests/assessment. End of year exam will cover all 5 skills<br>In Y7 the main rationales is to introduce learners to the concepts of a Romance language that differ from English; genders, definite and indefinite articles as well as adjectives agreeing with genders, coniugation of regular verbs, an introduction to a stem-changing verb and the irregular verbs ser, tener, hacer. |          |   |          |  |          |

| KS3            | Autumn 1  | Autumn 2 | Spring 1   | Spring 2 | Summer 1   | Summer 2 |
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| 8 3 Lessons/2W | Topic: my town and my house<br><br>Subject Content:<br><br>Describing where you live / where you used to live<br>What there is / what there is not in your town<br>Opinions your town<br>Where you would like to live<br>What you like to do / what you did / what you are going to do in your town<br><br>Skills Focus:<br><br>Countries, Unos/unas , Hay / no hay , Me gustaría + inf<br>Comparatives, Revise verbs in the present , Time expressions<br>Near future , Preterite<br>, Revise me gusta + inf<br><br>Assessment:<br><br>RA in writing |          | Topic: Holidays<br><br>Subject Content:<br><br>Holidays in general<br>Past holidays; where they went and when; what they did and what they did on the last day; what the holiday was like, next holidays<br><br>Skills Focus:<br><br>Preterite , Sequencers , Near future, Asking questions , Time<br>,, Prepositions , Querer , Poder , Tener que + inf |          | Topic: Daily routine + EoY exam + food / health<br><br>Subject Content: t<br><br>Talk about what you do every day, telling the time, time phrases, describing what you eat, describing the body and ailments<br><br>Skills Focus:<br><br>Reflexive verbs present tense, sequencers, ESTAR, reinforce negatives<br><br>Assessment:<br><br>EOY exam (listening, dictation, reading, writing)<br>Speaking (reading aloud + questions) |          |
|                | Rationale:<br><br>Being able to talk and write about your immediate environment in all tenses   |          | Rationale:<br><br>Preparing for the trip to Malaga with the topic of Holidays<br><br>Being able to use three time frames together (past, future and present) to describe and to engage the listener/reader   |          | Rationale:<br><br>From the outside in, the students describe their routine and the food they eat. Food is a useful topic if the students go to a Spanish speaking country on holidays. Health is a new topic for the GCSE these students will sit so we finish the year by focusing on themselves and their health.  |          |
|                | In Y8 the main rationale is to reinforce the main principles of Spanish seen in Y7 and introduce as many verbs in the three main tenses order to broader the student's verb base and allow them to find more freedom of expression.<br>Equipping students with a healthy list of verbs in the three tenses will allow them to absorb the GCSE topics and structures more readily.   |          |  |          |  |          |

| KS3                      | Autumn 1   | Autumn 2 | Spring 1  | Spring 2 | Summer 1  | Summer 2 |
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| 9 VIVA F/H 4 lessons /2W | <b>Topic: Describing yourself and family</b><br><br><b>ENTRANCE TEST</b> during the first lesson<br><br><b>Subject Content:</b><br><br>describing yourself, friends and family (age, birthday, where you live / used to live, physical and personality), talking about yourself when you were younger, talking about |          | <b>Topic: Describing yourself and family / leisure; sport</b><br><b>Knowledge Skills:</b><br><br><b>Subject Content:</b><br><br>Talking about leisure activities (sport) in the past, present and future.<br><br><b>Skills Focus:</b> |          | <b>Topic: Leisure; internet / TV / reading / music- daily life</b><br><br><b>Subject Content:</b><br><br>talking about leisure activities (screen / reading / music) in the past, present and future. Describing your daily life, meal routine, describing festivals and traditions and family celebrations |          |

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|   | <p>relationships and activities with friends and family, in the present, past and future.</p> <p><b>Skills Focus:</b></p> <p>Pronunciation, present tense, imperfect tense, perfect tense and near future, adjective agreement, numbers up to 100, use of TENER / SER / PODER + inf + Present tense, reflexive verbs, intensifiers, negatives</p> <p><b>Assessment:</b></p> <p><b>Y9 RA: listening / writing</b></p> | <p>Pronunciation, expanding and linking sentences, using qualifiers, time phrases, common negatives, giving opinions and justifications, describing, comparing, using a variety of verbs the preterite, present and future tenses in different forms (including irr) Jugar / hacer + sports</p> | <p><b>Skills Focus:</b></p> <p>Pronunciation, reinforce the three main tenses in different forms confidently (including irregulars), describing, giving opinions, listening out for negatives, using time phrases and time / dates, reflexive verbs</p> <p><b>Assessment:</b></p> <p>Y9 EoY exam: translation + reading + listening + writing (80/90 words) and speaking (Q and A)</p>  |
|   | <p><b>Rationale:</b></p> <p>This topic is likely to have been seen before and is more accessible. It will allow teachers to gauge prior knowledge of students, whilst building skills and confidence levels and introducing all the tenses on a basic level</p>  | <p><b>Rationale:</b></p> <p>This topic gives an opportunity to revise familiar vocabulary (hobbies) whilst consolidating and increasing knowledge of the tenses (introducing irregulars) and encouraging students to expand their ideas with comparisons.</p>                                   | <p><b>Rationale:</b></p> <p>This unit reinforces and consolidates the grammar seen in terms 1 and 2. At this stage students will know enough vocabulary and structures and will be ready to tackle 2 parts of the GCSE exam:</p> <ul style="list-style-type: none"> <li>- The conversation in which they must include 3 tenses, connectives, time expressions, different persons, opinions</li> <li>80-90 word essay in which they must include 3 tenses, connectives, time expressions, different persons, opinions</li> </ul> |
| <p><b>Underlying Skills</b></p> <p><b>Learner Skills:</b> Receptive Skills: listening/reading and Productive Skills: speaking/writing<br/>Continual practice of the four skills during the lesson and low stakes tests/assessment</p> <p>In Y9 the main rationale is;</p> <ul style="list-style-type: none"> <li>• to reinforce the KS3 principles of a Latin language,</li> <li>• to keep broadening the vocabulary and especially infinitive verb bank of the students,</li> <li>• to have introduced the three main tenses over the course of the year, reinforcing them regularly and giving the students who will carry on with the language the grammatical foundation of a GCSE grade.</li> <li>• Build on previous knowledge in Y7 and 8 while allowing students new to the language to get up to speed and feel confident in the personal topics.</li> </ul> |  |   |   |

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| GCSE<br>Subject<br>AOS | AO1 | AO2 | AO3 | AO4 |
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| KS4                       | Autumn 1   | Autumn 2   | Spring 1   | Spring 2 | Summer 1 | Summer 2 |
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| 10<br>VIVA H 6 Lessons/2W | <p>Topic: School</p> <p>Subject Content:</p> <p>Revising school subjects and talking about your timetable and teachers, talking about your school and comparing school in the UK and Spain, discussing school rules, talking about a school exchange and extra-curricular activities.</p> <p>Skills Focus:</p> <p>Using a variety of tenses and structures together in all forms confidently, working out the meaning of new words, making comparisons, listening to see if someone agrees or disagrees</p> <p>Topic: Holiday</p> <p>Subject Content:</p> <p>Talking about holidays – past present, future and ideal holidays, booking and reviewing hotels, ordering in a restaurant, talking about travelling, buying souvenirs, talking about holiday disasters</p> <p>Skills Focus:</p> <p>Describing a picture, exchanging opinions, providing detailed descriptions, narrating events, recognising and using complex tenses, recognising and using complex structures, listening and looking out for time expressions and tenses, recognising and using a variety of negatives</p> <p>Assessment:</p> <p>RA in Writing</p> | <p>Topic: Leisure, social scene</p> <p>Subject Content:</p> <p>Socializing and family, describing people, social networks, making arrangements, reading.</p> <p>Skills Focus:</p> <p>Using a variety of tenses and structures together in all forms confidently, working out the meaning of new words, making comparisons, extending responses, improvising dialogues, recognising similar ideas expressed differently</p> <p>Topic: Free time</p> <p>Subject Content:</p> <p>Talking about TV, what you usually do, sport, trends, entertainment</p> <p>Skills Focus:</p> <p>All tenses, stem-changing verbs, <i>soler</i> + <i>inf</i>, listening for different tenses, words with more than one meaning</p> | <p>Topic: Future aspirations, study and work</p> <p>Subject Content:</p> <p>Talking about job preferences, part-time jobs, work experience, the good reasons for learning languages, gap year, future plans.</p> <p>Skills Focus:</p> <p>Using and understanding preterite/ imperfect/ perfect, subjunctive structures, <i>soler</i>, using 2 tenses together.</p> <p>Topic: Daily life and celebrations</p> <p>Subject Content:</p> <p>Talking about daily routine, mealtimes, illness, health, injury, Hispanic food and festivals, restaurant situations.</p> <p>Skills Focus:</p> <p>Use and avoidance of the passive, reflexives in different tenses, <i>Tener</i> and infinitive expressions, <i>ser</i> Vs <i>estar</i>, preterite Vs imperfect</p> <p>Assessment: Y10 exam: past paper (F) translation Eng – Sp/ Sp-Engl + writing + speaking (role play + picture card)</p> |          |          |          |
|                           | <p>Rationale:</p>  | <p>Rationale:</p>  | <p>Rationale:</p>  |          |          |          |

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|  | <p>It is an easy start to the GCSE as it is mostly in the present tense. Students revise structures and tenses seen in Year 9 and are introduced to some more complex structures (direct object pronouns). In the Holiday topic, the past and future tenses are consolidated.</p> <p>The topic of holidays creates opportunities to practise speaking exam skills: - role plays (hotel booking, etc)<br/>- the minute speech (presentation about holidays)</p>   | <p>This topic continues the revisiting and consolidation all the basic tenses and structures seen in Y9 whilst gradually introducing more new vocabulary and tenses (imperfect) that are not likely to have been seen before, as well as other complex structures.</p> | <p>Students develop known structures and practise roleplays. By this point, students know enough vocabulary, grammar and structures to feel confident tackling the longest essay of the exam</p> |
|  | <p><b>Underlying Skills</b></p> <p><b>Learner Skills:</b> Receptive Skills: listening/reading and Productive Skills: speaking/writing</p> <p>Continual practice of the four skills during the lesson and low stakes tests/assessment</p> <p>In Y10 the main rationale is;</p> <ul style="list-style-type: none"> <li>to stream students will allow the higher flyers to use the Higher textbook, while students needing more help will follow the Foundation textbook., extension work being always available to stretch the top students.</li> <li>to teach 6 of the 8 GCSE modules</li> <li>to makes students comfortable and skilled in juggling the three main tenses,</li> <li>to introduce more complex tenses and structures for the Higher students</li> </ul> |  |  |

| KS4                       | Autumn 1  | Autumn 2 | Spring 1  | Spring 2 | Summer 1   | Summer 2      |
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| 11 VIVA F/H 6 lessons /2W | Topic: work   |          | Topic: All Modules  |          | Topic:   | Year 11 Exams |
|                           | Assessment: mock: past paper (all skills)   |          | Subject Content:  |          | Revision of all skills and topics                |               |
|                           | Subject Content:  |          | All KS3/4 modules will be revisited in order to consolidate the content seen in past years while adding the most complex key structures and tenses                                  |          | Past papers                                      |               |
|                           | Discussing jobs, work preferences and career choices, talking about future plans, discussing the importance of languages, applying for jobs                 |          | Skills Focus:   |          | Grammar structures                               |               |
|                           | Skills Focus:   |          | All skills, predominately productive skills in order to embed the 3 main tenses as well as the key complex structures needed to access the top grades. Focus on accuracy and range. |          | Vocabulary                                       |               |
|                           | Predicting what you will hear, using uncommon and creative language in writing and in speaking, writing formally and informally, using the correct register |          | Assessment:   |          | Tenses   |               |
|                           | Topic: environment and globalisation  |          | Mock 2; Reading/ Writing / full Speaking paper  |          | Revision of all skills and preparation for exams |               |
|                           | Assessment: mock:   |          |   |          | Focus on Speaking;<br>SPEAKING EXAM IN APRIL     |               |
|                           | past paper (all skills)   |          |   |          |  |               |
|                           | Subject Content:  |          |   |          |  |               |

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| <p>Discussing problems facing the world, talking about protecting the environment, discussing ethical shopping and big events</p> <p><b>Skills Focus:</b></p> <p>Tackling a literary text, understanding inference in a listening or reading comprehension, using sophisticated expressions and authentic phrases, giving arguments for and against, borrowing and adapting language, making connections between word type</p> <p><b>Assessment:</b></p> <p>Mock1 = Listening / Writing / Speaking – Picture card and 2 conversations) (F/H)</p>   |  |   |  |
| <p><b>Rationale:</b></p> <p>The introduction of the subjunctive and adverbs in this topic is a good opportunity to teach students how to include uncommon language into their writing and speaking. The environment unit comes last because it contains more difficult, abstract and unseen before vocabulary and touches on some complex grammatical points. Students at this point know enough grammar and vocabulary to tackle an authentic text.</p>   | <p><b>Rationale:</b></p> <p>Once all the modules have been addressed, the focus is to drill efficient production in Speaking, Writing and Translation.</p> | <p><b>Rationale:</b></p> <p>Students do practice papers to prepare for exams and to work on exam technique. Last chance to practise GCSE topics in exam questions context. Focus on tense practice and best possible structures for the productive skills, as well as tense recognition and high frequency vocabulary for the receptive skills.</p> |  |
| <p><b>Underlying Skills</b></p> <p><b>Learner Skills:</b> Receptive Skills: listening/reading and Productive Skills: speaking/writing<br/>Continual practice of the four skills during the lesson and low stakes tests/assessment</p> <p>In Y11 the main rationale is;</p> <ul style="list-style-type: none"> <li>to fine tune exam skills</li> <li>to reflect the results of the first Mock where students are allowed to sit F and H papers to fine tune the decision over the Foundation / Higher candidates after the second mock</li> <li>to teach the last two of the 5 GCSE themes</li> <li>to help F students practise the high frequency vocabulary as well as the three main tenses,</li> <li>to give the H students confidence in using the most complex structures and tenses</li> </ul> |  |   |  |

| A LEVEL<br>Subject<br>AOS | AO1 | AO2 | AO3 |
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| KS5          | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
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| 12 Teacher 1 | <p><b>Topic:</b> Diversity in family models</p> <p><b>Subject Content:</b></p> <p>Revision of present tense, including stem-changing and irregular; adjectives position and apocopation; reflexive verbs; revision of subjunctive</p> <p><b>Skills Focus:</b></p> <p>Research: start learning to use Spanish websites in order to find information</p> <p>Speaking: learning to use statistics when discussing topics; developing the appropriate tone for topic discussion</p> <p>Writing: Concentrating on translation skills as students tackle more complex passages. Spanish – English = how to convey meaning when literal translation does not work; English – Spanish – looking at common pitfalls</p> <p>Listening: Developing strategies for listening to and understanding more complex and faster dialogue</p> | <p><b>Topic:</b> Diversity in family models; Impact of Tourism</p> <p><b>Subject Content:</b></p> <p>When to use imperfect and preterite, direct and indirect object pronouns, conditional tense</p> <p><b>Skills Focus:</b></p> <p>Research: how to find and use relevant material online, in order to produce a fact sheet on an aspect of tourism</p> <p>Speaking: how to summarise information successfully</p> <p>Writing: techniques for accurate translation from English to Spanish</p> <p>Listening: learning new strategies – using inference and practising with video clips</p> <p>Reading: learning new strategies for dealing with complex comprehension exercises</p> <p><b>Assessment:</b></p> <p>Formal assessments</p> | <p><b>Topic:</b> Impact of Tourism; Music</p> <p><b>Subject Content:</b></p> <p>Future tense, <i>gustar</i> and similar verbs, infinitive, gerund</p> <p><b>Skills Focus:</b></p> <p>Research: continue using Spanish websites and produce presentation on a Spanish musician and factsheets on musical genres</p> <p>Speaking: comparing and contrasting viewpoints and adding own opinion</p> <p>Writing: extending vocabulary, using a variety of techniques</p> <p>Listening: learning new strategies</p> <p>Reading: practising more complex comprehension exercises</p> | <p><b>Topic:</b> Music and Revision</p> <p><b>Subject Content:</b></p> <p>Compound verbs, definite and indefinite articles</p> <p><b>Skills Focus:</b></p> <p>Research: continue using Spanish websites and produce factsheets on changing family models and musical genres</p> <p>Speaking: comparing and contrasting viewpoints and adding own opinion</p> <p>Writing: tackling more complex translations into and from Spanish</p> <p>Listening: learning new strategies</p> <p>Reading: practising more complex comprehension exercises</p> | <p><b>Topic:</b> Film El laberinto del fauno</p> <p><b>Subject Content:</b></p> <p>Vocabulary for literary criticism</p> <p><b>Skills Focus:</b></p> <p>Research: use suitable Spanish websites about the film</p> <p>Speaking: ability to talk about 3 topics studied, practising exam style questions</p> <p>Writing: learning how to write an analysis of characters and themes of film</p> <p>Reading: practising comprehension exercises about the film</p> | <p><b>Topic:</b> El laberinto del Fauno/ Independent Research project- Speaking Mock</p> <p><b>Subject Content:</b></p> <p>Revision of tenses, indicative and subjunctive</p> <p><b>Skills Focus:</b></p> <p>Speaking: ability to talk about the 3 topics studied using suitable data</p> <p>Writing: translations into and from Spanish; writing essay on film</p> <p>Listening: comprehension exercises</p> <p>Reading: practising more complex comprehension exercises</p> <p><b>Assessment:</b></p> <p>UCAS prediction exams – AS paper of listening, reading, writing and speaking<br/>Exam Practise: paper 3 IRP only</p> |



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|                   | Reading: Developing strategies of reading for gist   |   |   |   |   |  |
|                   | <b>Rationale:</b><br><br>Revision of GCSE grammar – particularly verbs – is key in this first term and a rigorous programme of revision and testing is important in these first weeks. Building up confidence in using Spanish websites to research the topic will help students prepare for their speaking exam and for their Individual Research Project.  | <b>Rationale:</b><br><br>Learning to become independent learners by using Spanish websites to compile information relevant to the task and present it in good Spanish. Practising translation from and into the language. Learning to speak more confidently, summarising information   | <b>Rationale:</b><br><br>Development of listening skills, especially learning to pick out relevant parts in order to answer questions<br>Extension of vocabulary through research/reading<br>Ability to compare and contrast opinions and draw conclusions when speaking  | <b>Rationale:</b><br><br>Development of translation skills in order to tackle more complex texts.<br>Thorough revision of all tenses in indicative and subjunctive moods  | <b>Rationale:</b><br><br>Development of analysis skills when writing about the film, becoming familiar with the language and register needed for this new style of writing  | <b>Rationale:</b><br><br>Post exam, students should be in a position to reflect on areas of weakness in order to guide summer work. Further work on the film and practice of translation and speaking<br>First attempt at the IRP with supervised research and guidance as to the format and the delivery. The Mock will allow constructive feedback and allow the summer to prepare the proper IRP after the Mock IRP. No guidance can be provided for the real IRP |
| Year 12 Teacher 2 | <b>Topic: World of work</b><br><br><b>Subject Content:</b><br><br>learning about the world of work in Spain<br><br><b>Learner Skills:</b><br><br>listening/reading/ speaking/ writing/ translation<br><br><b>Focus:</b><br><br>Reading: learning how to summarise information<br><br>Writing: extending vocabulary through word families and use of synonyms | <b>Topic: World of Work/ Media</b><br><br><b>Subject Content:</b><br><br>Finishing the World of Work and learning about the media in Spain<br><br><b>Learner Skills:</b><br><br>Research: continue using Spanish websites and produce factsheets on uses and attitudes towards modern media<br><br>Speaking: comparing and contrasting viewpoints and adding own opinion<br><br>Writing: tackling more complex translations into and from Spanish | <b>Topic: Media /Festivals and Traditions</b><br><br><b>Subject Content:</b><br><br>Finishing Media and look at Celebrations, customs and festivals in Spanish-Speaking countries.<br><br><b>Learner Skills:</b><br><br>listening/reading/ speaking/ writing/ translation<br><br><b>Focus:</b><br><br>Speaking: developing techniques to improve fluency and learning to give opinion and contrast viewpoints | <b>Topic: Festivals and Traditions and Revision</b><br><br><b>Subject Content:</b><br><br>Finishing the topic of festivals and consolidating all previous topics and structures<br><br><b>Skills Focus:</b><br><br>Celebrations, customs and festivals in Spanish-Speaking countries.<br><br><b>Learner Skills:</b><br><br>listening/reading/ speaking/ writing/ translation<br><br><b>Focus:</b> | <b>Topic: Preparation for UCAS</b><br><br><b>Exam: Preparation for UCAS exam UCAS exams; Paper 1/ Paper 2/ Paper 3; A level card only</b><br><br><b>Learner Skills:</b><br><br>Writing<br><br><b>Focus:</b><br><br>Essay technique and practice | <b>Topic: Civil War and the rise of Franco (1936-1939)</b><br><br><b>Subject Content:</b><br><br>Learning about Franco's rise to power, the reasons for his victory and the effects of the war<br><br><b>Skills Focus:</b><br><br>Research: Research into Civil War and prepare topic for examination<br><br>Speaking: dealing with the unpredictable in conversations<br><br>Writing: drafting and redrafting written work to improve accuracy/ translation work    |



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|  |   | <p>Listening: learning new strategies</p> <p>Reading: practising more complex comprehension exercises</p>                                   | <p>Speaking/ Writing: Learning to develop arguments from different angles</p>   | <p>Creating more interesting sentences, acquiring revision techniques, listening techniques for the exam</p> <p>Learning more sophisticated language</p>                           |   | <p>Listening: listening to native speakers – Youtube, TV</p> <p>Reading: comprehension practice/ translation work</p>   |
|  | <p><b>Rationale:</b></p> <p>We start with this topic as the vocabulary is familiar so it's a good way to soften the gap between GCSE and A-level and also to gauge where students are</p> | <p>A topic that is popular with teens, as it is easy to compare British experiences with the Spanish speaking world on the use of media</p> | <p>Another topic that is popular with teens, and should tweak the interest of students to learn about the Spanish speaking world traditions and festivals</p> | <p>Revise all topics to introduce an overall view of society and culture in Spanish Speaking countries, especially Spain</p> <p>Thorough revision of structures and vocabulary</p> | <p><b>Rationale:</b></p> <p>AS Paper 1 (L/R/TR in English)</p> <p>AS Paper 2 (Essay, Tr in French)</p> <p>A2 Paper 3; Speaking card only, as the AS Paper 3 is a format the student will not need to master for the A2 exam</p> | <p><b>Rationale:</b></p> <p>This is an introduction to Spanish contemporary history, which contextualises both the book and film studied by students. Students have already been introduced to the period and Topic by studying El Laberinto del Fauno</p> <p>It is a clear start to Year 13 subjects, showing an escalation of complexity in topics, vocabulary and grammar.</p> |

| KS5                      | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2             |
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| <p>Year 13 Teacher 1</p> | <p>Topic: Film El laberinto del fauno and revision of year 12 topics</p> <p><b>Subject Content:</b></p> <p>Revision of prepositions, imperative, use of por/para</p> <p>Topic: Positive impact of immigration on Spanish society; Individual Research Project (IRP)</p> <p><b>Subject Content:</b></p> <p>ser and estar, direct and indirect object pronouns, passive voice</p> <p><b>Skills Focus:</b></p> | <p>Topic: Challenges of immigration and integration in Spain</p> <p><b>Subject Content:</b></p> <p>Stem-changes and spelling changes in verbs, time expressions, use of subjunctive</p> <p><b>Assessment:</b></p> <p>Short mocks</p> <p><b>Skills Focus:</b></p> <p>Research: research and prepare presentation on challenges of immigration</p> | <p>Topic: Public and social reaction to immigration</p> <p><b>Subject Content:</b></p> <p>Use of the past participle, revision of cardinal and ordinal numbers, subordinating clauses introducing indicative or subjunctive</p> <p><b>Skills Focus:</b></p> <p>Research: Working on IRP for actual exam</p> <p>Speaking: improving fluency</p> <p>Writing: translation skills</p> | <p><b>Assessment:</b> Full mocks</p> <p><b>Skills Focus:</b></p> <p>Research: Working on IRP for actual exam</p> <p>Speaking: improving fluency</p> <p>Writing: practising past paper essays on the film</p> <p>Listening: practising past paper questions on the 6 topics covered with Teacher 1</p> <p>Reading: practising past paper questions on the 6 topics covered with Teacher 1.</p> | <p>Topic: Revision of Year 12 + 13 topics</p> <p><b>Subject Content:</b></p> <p>Revision of grammar</p> <p><b>Assessment:</b></p> <p>A level Speaking exam</p> <p>Skills Focus:</p> <p>Research: Finalising IRP for actual exam</p> <p>Speaking: practising exam questions on the 6 topics covered with Teacher 1</p> <p>Writing: translation skills and essay practice</p> | <p>Year 13 Exams</p> |

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| Year 13 Teacher 2 | <p>Research: Research and prepare IRP for examination in short mock</p> <p>Speaking: dealing with the unpredictable in conversations</p> <p>Writing: drafting and redrafting written work to improve accuracy</p> <p>Listening: listening to native speakers – Youtube, TV</p> <p>Reading: comprehension practice</p>                | <p>Speaking: able to use statistics confidently when discussing immigration</p> <p>Writing: developing arguments from different angles</p> <p>Listening: inferring information from material such as interviews and reports</p> <p>Reading: extending vocabulary</p>  | <p>Listening: weighing up opinions and drawing conclusions</p> <p>Reading: weighing up opinions and drawing conclusions</p>   |   | <p>Listening: practising past paper questions on the 6 topics covered with Teacher 1</p> <p>Reading: practising past paper questions on the 6 topics covered with Teacher 1</p>   |  |
|                   | <p><b>Rationale:</b></p> <p>Learning to work independently, how to choose, research and speak on a topic of their choice for the IRP.</p>  | <p><b>Rationale:</b></p> <p>Developing their confidence in using data when speaking about a topic and when coming across it in comprehension exercises</p>  | <p><b>Rationale:</b></p> <p>Developing greater fluency in speaking, using more ambitious structures like subordinating clauses.</p>   | <p><b>Rationale:</b></p> <p>Developing their writing skills to produce more accurate and ambitious language in their essays on the film</p>   | <p><b>Rationale:</b></p> <p>Fine-tuning their speaking skills and practising for Speaking exam</p>  |  |
|                   | <p><b>Topic: Written response to works – literature - La Casa De Bernarda Alba</b></p> <p><b>Subject Content:</b></p> <p>exploring the main themes and characters of the play, literature technique and vocabulary,</p> <p><b>Skills Focus:</b></p> <p><b>Assessment:</b></p> <p>Mocks</p> <p>Reading: literary text in Spanish,</p> | <p><b>Topic: The Franco dictatorship- daily life under Franco's dictatorship</b></p> <p><b>Subject Content:</b></p> <p>Learning about life for all strata of society under the Franco dictatorship, from the post-war period to the death of Franco, including the roles of the church, censorship, attitudes to the recent civil war and its legacy</p> <p><b>Assessment:</b></p> <p>Short mocks</p> | <p><b>Topic: The transition from dictatorship to democracy:</b></p> <p><b>Subject Content:</b></p> <p>Learning about key moments in the transition of Spain from transition to democracy, the role of key figures such as Suarez, Rey Juan Carlos, and the importance of the constitution and its legacy.</p> <p><b>Skills Focus:</b></p> <p>Research: Research into aspects of the transition to democracy and continue to</p> | <p><b>Topic: La Casa De Bernarda Alba/ Revision</b></p> <p><b>Subject Content:</b></p> <p>More in depth study of themes and characters with a special focus on complex essay writing/ Revision of all AS &amp; A2 topics</p> <p><b>Skills Focus:</b></p> <p><b>Assessment:</b></p> <p>Mocks</p> <p>Reading: literary text in Spanish,</p> | <p><b>Topic:</b></p> <p><b>Subject Content:</b></p> <p>AS and A2 topics</p> <p><b>Learner Skills:</b></p> <p>Speaking card IRP practice</p> <p><b>Skills Focus:</b></p> <p>All exam skills</p> <p><b>Assessment:</b></p> <p>Final A-Level Exams</p> |  |

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|  | <p>Writing:<br/>All aspects of Essay writing</p>  | <p><b>Skills Focus:</b></p> <p>Research: Research into aspects of Franco's Spain and start to prepare for IRP in final examination<br/>Speaking: presenting facts and figures</p> <p>Writing: Adding variety to language and using varied complex grammatical structures. Checking accuracy / translation work</p> <p>Listening: listening to native speakers – Youtube, TV</p> <p>Reading: comprehension practice/ translation work</p> | <p>prepare for IRP in final examination</p> <p>Speaking: weighing up opinions and drawing conclusions</p> <p>Writing: Using sophisticated sentences in written work/ translation work/ translation work</p> <p>Listening: listening to native speakers – Youtube, TV</p> <p>Reading: comprehension practice/ translation work</p> | <p>Writing:<br/>Fine-tuning Essay writing, translation skills,</p>  |  |  |
|  | <p><b>Rationale:</b></p> <p>The students now have enough high-level language and vocabulary to tackle essay writing of a demanding text, linking themes, events, symbols and character studies to analyse the play.</p> | <p><b>Rationale:</b></p> <p>This period of modern history is also key to understanding of issues still present in Spanish society and politics, so informs and gives background and allows for more in-depth analysis of other topics on the syllabus.</p>   | <p><b>Rationale:</b></p> <p>As before, this period of transition continues to inform issues still present in Spanish society and politics, so informs and gives background and allows for more in-depth analysis of other topics on the syllabus.</p>   | <p><b>Rationale:</b></p> <p>Improving the complexity of essay writing in content, vocabulary and grammar, while beginning to revise in preparation for the final exams.</p> |  |  |