



Year 9 Spanish



AUTUMN TERM

- Free-time activities
- Food & drink

SPRING TERM

- Celebrations
- My identity

SUMMER TERM

- Places of interest - Spain

Students will learn how to:

- Give opinions and justifications on a range of topics, including giving the opinions of others and saying what they used to like and would like.
- Use a range of modal verbs to express what they can, must, have to, tend to, know how to and want to do.
- Link ideas with high-frequency conjunctions and use intensifiers. Compare two things with accurate adjectival agreement.
- Talk about what they did in the past, do now and are going to do in the future using conjugated verbs with appropriate adverbs of time and frequency.
- Complete writings of a minimum of 50 words in Spanish.
- Understand and respond to information in short written and spoken texts.
- Identify and produce key sounds in Spanish.



Year 10 Spanish



AUTUMN TERM

- GCSE UNIT 4: FREE-TIME ACTIVITIES
- GCSE UNIT 5: CUSTOMS, FESTIVALS & CELEBRATIONS

SPRING TERM

- GCSE UNIT 2: EDUCATION
- GCSE UNIT 6: CELEBRITY CULTURE

SUMMER TERM

- GCSE UNIT 7: MEDIA & TECHNOLOGY
- GCSE UNIT 9: TRAVEL & TOURISM

Students will learn how to:

- Give opinions and justifications on a range of topics, including giving the opinions of others and saying what they used to like and would like.
- Use a range of modal verbs to add extra detail and variety to their work.
- Conjugate verbs in a range of tenses to be able to say what they used to do, did, do, are going to do and would do.
- Complete writings of a minimum of 90 words in Spanish and speak about a what's in a photo and information related to it.
- Understand and respond to information in short written and spoken texts that include information about a range of people, topics and time frames.
- Identify and produce key sounds in Spanish.



Year 11 Spanish



AUTUMN TERM

- GCSE UNIT 3.9-11: SCHOOL
- GCSE UNIT 2.5: HOME
- GCSE UNIT 3.12: WORK

SPRING TERM

- GCSE UNIT 2.7: GLOBAL ISSUES
- GCSE UNIT 1.4: CUSTOMS & FESTIVALS

SUMMER TERM

Consolidation and revision for final exams

Students will learn how to:

- Give more extended opinions and justifications on a range of topics, including giving the opinions of others and saying what they used to like and would like, as well as using a range of modal verbs.
- Conjugate verbs in a range of tenses to be able to say what they used to do, did, do, are going to do and would do.
- Complete writings of a minimum of 90 words in Spanish and a maximum of 150 words in Spanish for students completing higher tier exams. Complete a role-play, describe a photo and speak about all topics.
- Understand and respond to information in short written and spoken texts that include information about a range of people, topics and time frames.
- Identify and produce key sounds in Spanish.



Year 12 Spanish



AUTUMN TERM

KS4 → KS5 bridging unit

Start: Modern and traditional values (Los valores tradicionales y modernos)

- Learn about changes in families
- Learn about attitudes towards marriage & divorce
- Learn about the influence of the Catholic Church

Start: Modern day idols (La influencia de los ídolos)

- Learn about Hispanic singers and musicians
- Learn about Hispanic TV and film stars
- Learn about Hispanic fashion models

Start: Cyberspace (El ciberespacio)

- Learn about the influence of the Internet
- Learn about the benefits and dangers of social media
- Learn about smartphones in our society

Start: Cultural heritage (El patrimonio cultural)

- Learn about tourist sites and pre-Hispanic civilisations
- Learn about Spanish and Latin American artists and the role of architecture in Spain.
- Learn about the diversity of Hispanic music and dance.

Start: Explicit grammar curriculum as outlined in the AQA specification

SPRING TERM

Continue: Cyberspace (El ciberespacio)

Continue: Cultural heritage (El patrimonio cultural)

Start: Spanish regional identity (La identidad regional en España)

- Learn about regional traditions and customs
- Learn about regional gastronomy
- Learn about regional languages

Continue: Explicit grammar curriculum as outlined in the AQA specification

Start: Film study (El laberinto del fauno)

SUMMER TERM

Continue: Spanish regional identity (La identidad regional en España)

Start: Equal rights (La igualdad de los sexos)

- Learn about women in the world of work in Hispanic society
- Learn about sexism and feminism in Hispanic society
- Learn about the rights of the LGBTQ+ in Hispanic society

Continue: Explicit grammar curriculum as outlined in the AQA specification

- Students will complete a bridging unit between GCSE and A-Level study.
- Students will learn about aspects of Hispanic society and artistic culture in the Hispanic world.
- Students will learn explicit exam strategy for A-Level listening and reading question types for the paper 1 exam, including translation into and out of Spanish.
- Students will learn how to use cultural knowledge to justify their points of view, explain what other people believe and compare this to the past and what it may be like in the future. Students will learn how to interpret written information in order to give a verbal reaction to it.
- Students will learn about the themes, characters and sociohistorical context of the Spanish film *El laberinto del fauno*. Students will learn how to write an analytical essay about the film.
- Students will follow an explicit grammar programme in which they will learn how to independently use all key tenses, as well as other key grammar points.



Year 13 Spanish



AUTUMN TERM

Start: Immigration (La inmigración)

- Learn about the advantages and disadvantages of immigration in Hispanic society
- Learn about illegal immigration in Hispanic society

Start: Racism (El racismo)

- Learn about racist and xenophobic attitudes in Hispanic society
- Learn about measures against racism in Hispanic society
- Learn about anti-racism laws in Hispanic society

Start: Integration (La convivencia)

- Learn about the coexistence of cultures in Hispanic society
- Learn about the role of education in Hispanic society
- Learn about the role of religion in Hispanic society

Start: Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)

- Learn about young people's attitudes towards politics in Hispanic society
- Learn about youth unemployment in Hispanic society
- Learn about the ideal society for young people in the Hispanic world

Continue: Explicit grammar curriculum as outlined in the AQA specification

Continue: Film study (El laberinto del fauno)

Start: Literary text study (La casa de Bernarda Alba)

Start: Start paper 3 independent research project

SPRING TERM

Continue: Integration (La convivencia)

Start: Monarchies and dictatorships (Monarquías y dictaduras)

- Learn about Spain's Franco dictatorship
- Learn about the Spanish monarchy
- Learn about Latin American dictatorships

Continue: Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)

Start: Popular movements (Movimientos populares)

- Learn about protests and strikes in the Hispanic world
- Learn about the power of trade unions in the Hispanic world
- Learn about examples of social protests in the Hispanic world

Continue: Explicit grammar curriculum as outlined in the AQA specification

Continue: paper 3 independent research project

SUMMER TERM

Consolidation and revision for final exams

- Students will learn about multiculturalism in Hispanic society and political life in the Hispanic world.
- Students will consolidate their understanding of exam strategy for A-Level listening and reading question types for the paper 1 exam. Students will learn how to cope with denser and more detailed texts.
- Students will consolidate their understanding of how to use cultural knowledge to justify their points of view, explain what other people believe and compare this to the past and what it may be like in the future. Students will learn how to paraphrase written information in order to give a verbal reaction to it.
- Students will learn about the themes, characters and sociohistorical context of the Spanish text *La casa de Bernarda Alba*. Students will learn how to write an analytical essay about the film.
- Students will follow an explicit grammar programme in which they will consolidate year 12 grammar in and learn further, more complex grammar points.
- Students will undertake an independent research project on a topic of their choosing that they will present in their paper 3 exam. Students will learn how to present their findings analytically in order to come to conclusions.