

Content (Intent)	Links to prior learning	Grammar	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p>Terms 1/2</p> <p>Theme 3: Multiculturalism in Hispanic Society</p> <p>Unit 7: La inmigración</p> <p>Theme 4: Aspects of political life in the Hispanic world</p> <p>Unit 10: Jóvenes de hoy, ciudadanos de mañana</p> <p>Study of a play in Spanish: “Las bicicletas son para el verano” by Fernando Fernan-Gómez (1984)</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> • Theme 1: Aspects of Hispanic society • Theme 2: Artistic culture in the Hispanic world 	<ul style="list-style-type: none"> • Conditional tense • Gerunds • Relative pronouns • Compound tenses • Adverbs • Impersonal verbs 	<p>Skills:</p> <ul style="list-style-type: none"> • Adapting a text to your own needs • Planning ongoing tasks to bring your language up to A level standard • Researching a prominent figure from the Spanish-speaking world • Reacting spontaneously to the unpredictable in conversation • Developing arguments from different angles • Translation from Spanish into authentic English <p>Listening/Reading/Translation assessment (September)</p>	<ul style="list-style-type: none"> • Understanding of immigration in Spain: origin, distribution and integration • Awareness of the plight of illegal immigrants in Spain • Knowledge of Mexican immigration to the US and its consequences • Understanding the aspirations of young people and their ideal society • Awareness of the political orientation of young people in Spain and Latin America • Knowledge of the problem of youth unemployment in Spain and Latin America

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<p>Term 2/3</p> <p>Theme 3: Multiculturalism in Hispanic Society</p> <p>Unit 8: El racismo</p> <p>Theme 4: Aspects of political life in the Hispanic world</p> <p>Unit 11: Monarquías y dictaduras</p> <p>Study of a play in Spanish: “Las bicicletas son para el verano” by Fernando Fernan-Gómez (1984)</p>	<p><u>Deepen prior learning of:</u></p> <p>Unit 7: La inmigración</p> <p>Unit 10: Jóvenes de hoy, ciudadanos de mañana</p>	<ul style="list-style-type: none"> • Past participles in a variety of different ways • Radical and orthographic changes of some verbs • Condition expressions with probable, improbable and impossible meanings • Ser and estar, including the passive voice • The subjunctive across a range of tenses and in different ways • The subjunctive in main clauses 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Weighing up different opinions and drawing conclusions • Learning and using more sophisticated vocabulary • Employing a variety of sophisticated grammatical structures • Learning techniques relevant to A-level listening tasks • Translating from English into authentic Spanish • Adding more variety to your language such as idioms and synonyms <p>Listening, Reading, Writing and Translation assessment (December)</p>	<ul style="list-style-type: none"> • Knowledge of the expulsion of Muslims and Jews from Spain and their current situation • Awareness of the measures taken to combat racism in certain Latin American countries • The anti-racism laws of Spain and Bolivia • Knowledge of the dictatorship of Franco • Awareness of two Latin American dictatorships: Pinochet in Chile and Castro in Cuba

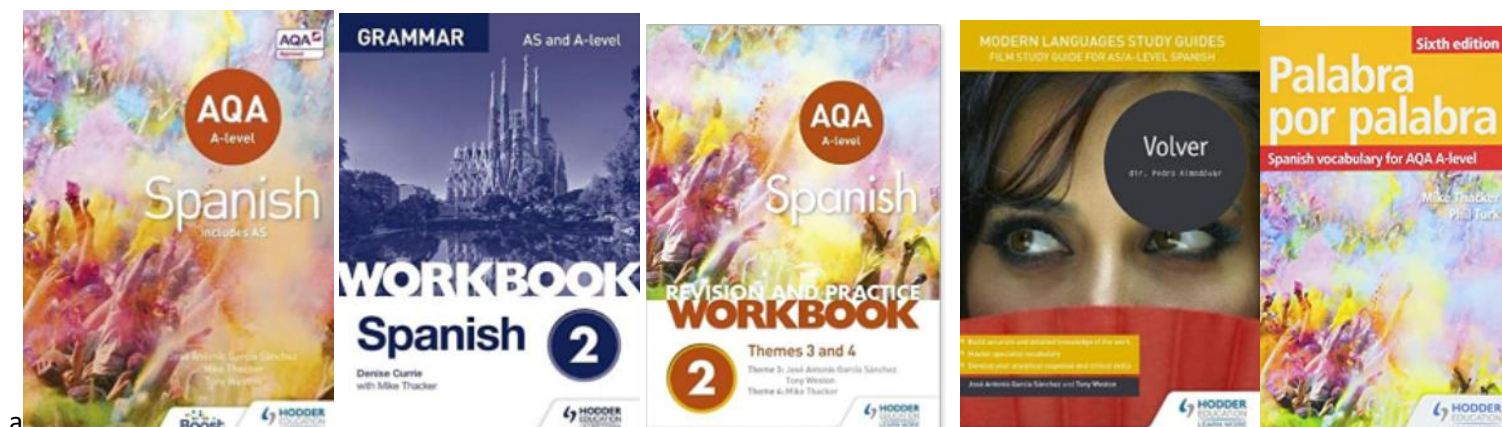
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<p>Term 3/4</p> <p>Theme 3: Multiculturalism in Hispanic Society</p> <p>Unit 9: La Convivencia y la integración</p> <p>Theme 4: Aspects of political life in the Hispanic world</p> <p>Unit 12: Movimientos sociales</p>	<p><u>Deepen prior learning of:</u></p> <p>Unit 8: El racismo</p> <p>Unit 11: Monarquías y dictaduras</p>	<ul style="list-style-type: none"> • The present subjunctive • Indirect and direct object pronouns • Active and passive voice, including further use of reflexive “se” • Word order in Spanish • Comparative and superlative constructions • Subordinating conjunctions 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Researching event or series of events • Extracting and summarising information from longer passages of text • Drafting and redrafting work to increase accuracy and to avoid errors • Inferring information from listening material such as interviews or reports • Using new techniques in A Level tasks • Using a variety of techniques to hold the interest of your audience when speaking <p>Listening, Reading and Writing Past Paper 1 (January)</p> <p>Timed essay practice on novel and film in the style of Paper 2 (March)</p> <p>Speaking assessment in the style of Paper 3 (March)</p>	<ul style="list-style-type: none"> • Awareness of the integration and coexistence of social groups and immigrants in Spain today • Understanding different opinions and points of view about the integration of immigrants or other social groups in educational establishments • Knowledge of the historical coexistence of Christians, Jews and Muslims • Awareness of the 15-M protests in Spain and similar ones in Argentina • Understanding social protests in Argentina and Chile • Knowledge of trade unions in Spain and

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<p>Term 4/5</p> <p>Research and presentation: Nos preparamos para la presentación</p> <p>Theme 4: Aspects of political life in the Hispanic world</p> <p>Unit 13: Profundicemos en los temas 1 y 2</p>	<p><u>Deepen prior learning of:</u></p> <ul style="list-style-type: none"> • Unit 6 El patrimonio cultural • Unit 2: El ciberespacio • Unit 1: Los valores tradicionales y modernos 	<ul style="list-style-type: none"> • Cleft sentences • Indirect speech • The subjunctive, including the indefinite antecedent 	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • Planning and carrying out effective A Level revision • Appreciating different registers and when to use them • Knowing how to manage time when completing exam tasks <p><u>End of year public examinations (AQA):</u></p> <p>Paper 1: Listening, Reading, Writing and Translation</p> <p>Paper 2: Essays on novel and film</p> <p>Paper 3: Speaking Card and IRP (Independent Research Project)</p>	<p>direct action in the Hispanic world</p> <ul style="list-style-type: none"> • Understand the social impact if the most representative artistic movements and styles of the past 100 years • Awareness of the risks and dangers of the internet and ways of protecting ourselves • Knowledge of the Catholic Church in Hispanic America and Pope Francis

Resources and/or activities to support learning

Textbook, workbooks and study guides used in lessons and at home:

- AQA A-Level Spanish textbook by Hodder Education ISBN: 978-1-4718-5809-3
- AQA A-Level Spanish revision and practice workbooks 1 and 2 by Hodder Education ISBN-13 : 978-1510416727 & ISBN-13 : 978-1510416758
- AQA A-Level Spanish grammar workbooks 1 and 2 by Hodder Education: ISBN-13 : 978-1510416741 & ISBN-13 : 978-1510416796
- AQA A-Level **Volver** Film Study Guide by Hodder Education: ISBN-13 : 978-1471891786
- AQA A-Level Play **Las bicicletas son para el verano** Book Edición Austral ISBN: 978-8467049794
- Palabra por palabra: Spanish vocabulary for AQA A Level by Hodder Education: ISBN-13: 978-1510434820



Websites to enhance learning:

<https://www.my.dynamic-learning.co.uk/>

[A level Spanish AQA | Blooket](#)

[Volver - vocabulario | Blooket](#)

[AQA | AS and A-level | Spanish | Changes for 2022](#)

Spanish – Year 13 Curriculum

Character Kitemark:

The **courage** to speak Spanish with spontaneity and fluency including forming and answering questions which reflect not only prior learning from Year 1 of A Level, but which also demonstrate knowledge of Themes 3 and 4 which consider immigration and politics in the Spanish-speaking world. The courage also to speak at length in Spanish about the chosen topic of the student's IRP.

The **commitment** to learning vocabulary and building on prior learning of Spanish grammar, including concepts which may be new to the Year 2 A Level student such as subject-verb inversion and pluperfect subjunctive + conditional perfect.

The **compassion** to understand the value of language learning by studying the role of Spanish-speaking societies in a global context, for example Spanish Youth, protest movements like the 15-M, and the portrayal of a family in Madrid on the brink of the civil war in the novel "Las bicicletas son para el verano".