



**Subject Intent Statement**

At The Garibaldi School, our Spanish curriculum is meticulously crafted to empower students to communicate confidently in Spanish across a variety of formal and informal contexts, celebrating diversity and embracing a multitude of cultures. Students gain a profound understanding of Spanish and Hispanic traditions, recognising the crucial role of language learning in an increasingly globalised and technologically advanced world. Through our Spanish programme, students develop a wide array of transferable life skills, enhancing their communication abilities, self-confidence, oracy, and literacy, all of which are essential for their future aspirations.

Our objective is to equalise cultural capital, ensuring that all students achieve language proficiency regardless of their background, ability, or prior attainment. Our curriculum is rich in content, with vocabulary and grammar serving as the foundational pillars of language acquisition. Topics at Key Stage 3 equip students with essential language skills for real-life situations in Spain and Spanish-speaking countries. To nurture confident communicators, key language is systematically introduced, reinforced, and expanded, embedding an extensive range of vocabulary, structures, and grammar in students' long-term memories.

Students are consistently encouraged to present their work meticulously, speak politely, use creative vocabulary, and enhance their speaking and writing with complex language. Our curriculum encompasses a wide range of culturally engaging content, organised into three themes, with elements revisited annually from Year 7 to Year 13. Topics include school life in Spain and Spanish-speaking countries, holidays, healthy eating, media, contemporary issues, and relationships. Each topic introduces new language while consolidating prior learning, with key grammar regularly reviewed and assessed in both written and oral forms.

In summary, our Spanish curriculum not only fosters linguistic competence but also equips students with the cultural awareness and life skills necessary for success in an interconnected world.

**Key Concepts**

**Key Language**

Key Stage 3	Key Stage 4	Key Stage 5	Key Stage 3	Key Stage 4	Key Stage 5
<p><b>Mi burbuja / My bubble</b></p> <p>At Key Stage 3, students of all abilities will develop the skills to communicate information about themselves and those around them in Spanish. They will learn to express their opinions and discuss topics that are of personal interest and relevance to their lives. Using authentic materials, students will gain an understanding of the lived experiences of young people from Spain and other Spanish-speaking countries. This foundational stage emphasizes basic conversational skills, cultural awareness, and the practical application of language in everyday scenarios.</p>	<p><b>El mundo y yo / The world and I</b></p> <p>During Key Stage 4, students will refine and expand their Spanish language skills, aiming to reach their full potential. They will be equipped with the knowledge to communicate confidently in a variety of contexts. Students will explore and discuss current issues affecting young people in today's world, enhancing their ability to convey complex information about their surroundings. This stage focuses on deeper linguistic competence, critical thinking, and the ability to articulate well-informed opinions.</p>	<p><b>La Hispanidad / Hispanic world</b></p> <p>At Key Stage 5, students will delve into technological and social changes, examining the multicultural nature of Hispanic society. They will study significant aspects of Hispanic artistic culture, including Spanish regional identity and the cultural heritage of past civilizations. Additionally, students will learn about the diverse political landscape of the Hispanic world, exploring how historical influences shape present-day Hispanic communities. This advanced stage includes the study of texts and films, providing a rich context for language learning. Students will also have the opportunity to conduct independent research on a topic of their choice, fostering autonomy and in-depth exploration of specific interests. Throughout their studies, they will use the Spanish language in the context of Hispanic countries, addressing various issues and influences that have shaped these societies.</p>	<p>Gender of nouns Adjectival agreement Opinions with reasons Connectives and negatives Intensifiers and qualifiers Syntax and word order Present, preterite and near-future tenses Prepositions</p>	<p>Conditional and future tenses Set phrases in the subjunctive mood Perfect and imperfect tenses Complex and extended opinions Clear communication Narrating events Comparative and superlative Interrogatives</p>	<p>Value judgements The subjunctive and imperative moods Other perfect tenses Accuracy Evidence-based language Apocoptation Use of pronouns Subordinate and relative clauses Passive voice</p>

# Year 7

## Curriculum Coherence

### [Year 7 Knowledge Book](#)

Medium Term Plan Title	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
<b>El español global</b>	Exploring Spanish as a global language, its link to colonisation and similarities and differences with English.	Key details about the history of the Spanish language	Immersing yourself in Spanish language and culture, understanding word order	Cognate False friend	Formative assessment	Facts about Spain/Latin America
<b>¿Qué tal?</b>	Introduction to pronunciation, greetings, asking how someone is and responding with how you are	Greetings, adverbs, adjectives	Speaking with a great accent, understanding verb endings	Adjective Adverb	Formative assessment	
<b>Mi carnet de identidad</b>	Age and basic details	Numbers, <i>tener</i>	Improving listening skills, introducing the verb <i>tener</i>		Formative assessment	Revision for mini test
<b>¡...Y qué cumplas muchos más!</b>	Birthdays	Numbers, months, <i>cumpleaños</i>	Giving fluent responses, using a variety of question words		Speaking and Listening	
<b>Mis preferencias</b>	Giving opinions about nouns, saying your favourite colour	Opinions, colours, <i>mi color favorito</i>	Extending sentences with conjunctions, giving basic opinions	Nouns	Formative assessment	Revision for mini test
<b>¡Todos a clase!</b>	Talking about what you have in your school bag	<i>Tener</i> , items in your bag	Using Spanish spontaneously, understanding masculine, feminine and plural nouns		Formative assessment	
<b>¡Contamos hasta cien!</b>	Counting to 100	Numbers 1-100	Learning Spanish numbers, forming Spanish numbers 20–100		Formative assessment	Revision for mini test
<b>Te presento a mi familia</b>	Talking about family members	Family members, <i>se llama(n)</i> , <i>tener</i>	Finding ways to remember new vocabulary, using possessive adjectives	Conjunctions, negative	Formative assessment	
<b>Los animales y las mascotas</b>	Describing pets	Animals, adjectives, <i>tener</i>	Developing independence as a learner of Spanish, using adjective endings	Adjectival agreement	Writing	
<b>Espejito, espejito</b>	Describing your and others' hair and eyes	Adjectives to describe hair and eyes, colours, <i>pelo, ojos, tener</i>	Learning irregular verbs, using the verb <i>tener</i> in the present tense	Adjectival agreement	Formative assessment	Revision for mini test

<b>Las descripciones físicas</b>	Describing what you and others look like	Adjectives to describe physical appearance, <i>ser</i>	Extending your writing with more detail, using the verb <i>ser</i> in the present tense	Adjectival agreement, intensifier, qualifier	Formative assessment	
<b>Mi carácter y relaciones</b>	Describing your and others' personality and personal qualities	Adjectives to describe personality, <i>ser</i>	Varying your vocabulary, using some important adverbs of frequency	Adjectival agreement, adverbs of frequency	Reading and Listening	Wanted Poster
<b>Mi tiempo libre</b>	Saying what you like doing in your free time	Opinions, free-time activities, <i>porque</i> .	Using verbs in full, using the regular present tense	Conjugation, verbs, infinitive, justification	Formative assessment	

## Year 8

### Curriculum Coherence

### [Year 8 Knowledge Book](#)

Medium Term Plan Title	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
<b>Donde vivo yo</b>	Talking about the area where you live	<i>Vivir</i> , types of area, adjectives, points of the compass, countries	Using <i>es</i> and <i>está</i> Working out unfamiliar language		Formative assessment	Revision for mini test
<b>Mi casa es tu casa</b>	Describing types of house	Types of houses, adjectives	Using the verb <i>vivir</i> in the present tense Checking work for errors	Conjugation	Reading and Writing	
<b>¡Pasa, pasa a mi casa!</b>	Describing rooms in the house	Rooms in the house, <i>hay</i>	Using the definite article Using a bilingual dictionary	Definite article	Formative assessment	Revision for mini test
<b>Mi habitación es mi reino</b>	Describing your bedroom	Bedroom furniture, adjectives, prepositions	Using prepositions of place with <i>estar</i> Recycling language	Preposition	Formative assessment	
<b>Mi casa de ensueño</b>	Describing your dream home	<i>Tendría, habría</i>	Using some basic conditional expressions Practising creative writing	Conditional	Formative assessment	Revision for mini test
<b>De paseo por mi ciudad</b>	Talking about places in town	<i>Hay, había, habría</i> , places in the town, adjectives	Using <i>hay</i> with singular and plural nouns Translating into Spanish	Singular Plural Noun	Formative assessment	
<b>Por eso voy allí</b>	Describing where you go in town	<i>Ir</i> , infinitives, activities in town	Using <i>ir</i> in the present tense Learning infinitives	Infinitive	Formative assessment	Revision for mini test
<b>¡Sigue todo recto!</b>	Giving and understanding directions	Directions	Using the imperative Trying repair strategies when speaking	Imperative	Formative assessment	

<b>Planes para el finde</b>	Discussing plans for the weekend	<i>Ir</i> , infinitives, verbs related to weekend plans	Forming the near future Finding and using synonyms	Infinitive	Speaking and listening	My future plans storyboard
<b>Todo lo que estudio</b>	Talking about school subjects	School subjects	Using the verb <i>estudiar</i> Varying your language	Conjugation	Formative assessment	
<b>¡Uff! ¡Qué rollazo!</b>	Giving more detailed opinions about school subjects	Opinions, school, subjects, adjectives to describe subjects and teachers	Using exclamations with <i>¡qué...!</i> Using slang expressions	Exclamation	Formative assessment	Revision for mini test
<b>Mi horario escolar</b>	Describing a timetable in a Spanish school	Time	Telling the time Answering questions on a listening passage		Formative assessment	
<b>Lo que hay en mi insti</b>	Describing your school environment	School facilities, <i>se puede</i> , infinitive verbs related to what you can do in school.	Using <i>se puede</i> and <i>se debe</i> Describing a picture	Modal verb	Formative assessment	Revision for mini test

## Year 9

### Curriculum Coherence

#### [Year 9 Knowledge Book](#)

Medium Term Plan Title	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
<b>¡Qué hambre!</b>	Talking about what you eat and drink	<i>Comer, beber</i> , items of food and drink, meal times	Using the verbs <i>comer</i> and <i>beber</i> Including cultural knowledge in your work	Conjugation Noun	Formative assessment	Revision for mini test
<b>¡Ñam, ñam!</b>	Giving opinions on food and drink	Opinions, items of food and drink, adjectives to describe food and drink	Forming negative expressions Describing an image	Negative Adjective	Formative assessment	
<b>¡Una de bravas, por favor!</b>	Ordering food in a restaurant	Courses in a restaurant, items of food and drink, <i>quisiera, por favour, money</i>	Using <i>tú</i> and <i>usted</i> Answering questions in English	Formal Informal	Formative assessment	Revision for mini test
<b>Mi dieta sana</b>	Discussing what makes a healthy diet	Impersonal structures, <i>azúcar, grasa, minerales, proteínas</i>	Using <i>mucho</i> and <i>poco</i> Writing without support	Impersonal	Listening and Reading	
<b>¡Ay! ¡Qué dolor!</b>	Saying what parts of the body are hurting	Body parts, <i>me duele(n)</i> , numbers, units of time	Using the verb <i>doler</i> in the present tense Re-using language		Speaking	Revision for mini test
<b>Generación digital</b>	Discussing the Internet and social media	Expressions of frequency, opinions, verbs related to online activities, adjectives	Forming negative expressions Saying anglicisms in Spanish	Frequency	Formative assessment	
<b>¿Qué hiciste ayer?</b>	Discussing activities in the past	Time phrases to refer to the past, verbs related to hobbies and online activities	Forming the preterite tense	Preterite Time frame Time phrase	Formative assessment	Revision for mini test

¿Qué ponen en la tele?	Discussing TV programmes	Television programmes, opinions, adjectives	Using <i>acabar de</i> Translating short sentences into Spanish		Formative assessment	
¿En el cine o en casa?	Watching films at the cinema and at home	Types of films, adjectives, <i>me hace</i>	Using <i>mejor</i> and <i>peor</i> Inferring meaning	Comparative Superlative	Writing	Revision for mini test
Valentín	A cultural study of the Argentinian film, <i>Valentín</i>	Physical descriptions, opinions, personality descriptions	Describing films, people and places. Writing a film review	Review	Formative assessment	
Esto es lo que llevo	Describing what you wear	Items of clothing, adjectives (including colours), <i>llevar</i>	Using demonstrative adjectives Managing your time in exams	Demonstrative	Formative assessment	
Estrellas con estilo	Describing fashion in greater detail	Other adjectives to describe clothing	Forming the present continuous tense Researching a famous Hispanic person	Continuous	Formative assessment	Research a famous Hispanic person

## Year 10

### Curriculum Coherence

#### [AQA GCSE Spanish Specification – 2024 onwards](#)

Medium Term Plan Title	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Identity and relationships with others	Physical descriptions Talking about personality Describing people Relationships with friends Relationships with family Modern families	<i>Ser</i> and <i>estar</i> The definite article Possessive adjectives Adjective agreement Present tense of <i>tener</i> Reflexive verbs Using linking words Common irregular verbs	Written responses in English Choose correct statement Dictation Photo card and discussion 90 word essay	Identity Toxic Possessive	Paper 1: Listening	Weekly alternating between vocabulary and general conversation questions
Healthy living and lifestyle	Healthy lifestyle Keeping fit Eating out Looking after your health Different types of diets Spanish lifestyles	<i>Al</i> and <i>del</i> Radical changing verbs Question words Expressions using <i>tener</i> Subject pronouns The immediate future tense Adjectives of nationality Useful verbs	Positive/Negative task Reading aloud task Photo card and discussion Written responses in English Translation into Spanish 90 word essay 150 word essay	Latin roots of medical terms	Paper 3: Reading	
Education and work	The school day School facilities and rules Positive and negative aspects of school Choices at 16 Jobs and descriptions Looking for work	Making sentences negative Comparative adjectives More negative expressions <i>Gustar</i> and verbs like <i>gustar</i> <i>Lo</i> + adjective Uses of the infinitive Verbs for giving advice The future tense	Identifying time frame Dictation Role play Multiple choice questions 150 word essay	Negation	Paper 4: Writing	

Free time activities	Popular sports A wide range of hobbies Unusual hobbies Extreme sports Music and the performing arts Television and film	The present tense and radical changing verbs Demonstrative adjectives The personal <i>a</i> Present continuous (including irregular gerunds) Verbs with prepositions Present and future time phrases Present and future tenses – revision Adverbs of frequency The preterite for regular verbs, plus irregular verbs <i>ver</i> and <i>ir</i> The superlative First-person spelling changes in the preterite tense	Role Play Memorising vocabulary Spontaneous responses Inference Grammar tasks Application of tenses	Demonstrative Frequency Superlative Comparative Preposition	Formative only
Customs, festivals and celebrations	Family celebrations Unique family traditions Religious celebrations <i>Carnaval</i> across Spain Traditional Hispanic music and dance Latin American festivals	Prepositions Past, present and future tenses – revision Past time phrases Irregular verbs in the preterite tense Indefinite adjectives Recognising the past, present and future tenses Apocopation of adjectives <i>Antes de, despues de, al + infinitive</i> Prepositional pronouns Stem changes in the preterite tense Interrogatives with prepositions <i>Seguir</i> and <i>continuar</i> with present participles	Multiple choice answers Positive and Negative Word families Photo card	Apocopation Interrogative	Paper 2: Speaking
Celebrity culture	Celebrity Fashions Celebrity culture Comparing and contrasting two female icons Daily routines Debating celebrities as role models The pros and cons of fame	Key verbs in the imperfect tense Revising adjective agreement Suffixes <i>-ísimo</i> and <i>-ito</i> The imperfect tense in full Adverbs (including those with <i>-mente</i> ) Reflexive verbs Using three time frames Possession with <i>de</i> Using the preterite and the imperfect Adjectives with <i>ser</i> and <i>estar</i> <i>Soler + infinitive</i> A wide range of tenses	Reading aloud Value judgements 150-word task (Higher only)	Reflective Adverb	Mock Exams

# Year 11

## Curriculum Coherence

### [AQA GCSE Spanish Knowledge Organiser \(2018-2025\)](#)

Medium Term Plan Title	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
<b>Theme 2: Mi casa</b>	<p>Talking about types of houses</p> <p>Talking about rooms in the house</p> <p>Using prepositions to say where things are located</p>	<p>Adjective agreement</p> <p>Prepositions</p> <p>Describing houses Describing your ideal house</p> <p>Use of complex structures such as <i>cuando sea mayor</i></p> <p>Referring to the future</p>	<p>Describing a photo</p> <p>General conversation</p> <p>Multiple choice answers</p> <p>Using key verbs in different tenses</p> <p>40-word essay</p>	<p>Conjugation</p> <p>Preposition</p> <p>Complexity</p> <p>Detached / Semi-detached</p>	Speaking	Weekly alternating between vocabulary and general conversation questions
<b>Theme 2: Mi ciudad</b>	<p>Describing cities</p> <p>Saying what there is/is not in a city</p> <p>Saying what you can do in a city</p> <p>Discussing the advantages and disadvantages of living in a city</p> <p>Saying what you would change about your local area</p> <p>Saying what your city was like in the past</p>	<p>Modal verbs</p> <p>Activities in the town</p> <p>Places in the town</p> <p>Use of relative clauses</p> <p>Comparatives and superlatives</p> <p>Using the imperfect subjunctive</p> <p>Imperfect tense</p>	<p>General conversation</p> <p>True / False questions</p> <p>Questions/Answers in Spanish</p> <p>Identifying time frames</p> <p>Positive / Negative</p> <p>90 word</p>	<p>Comparative</p> <p>Superlative</p> <p>Subjunctive</p> <p>Imperfect</p> <p>Rural</p> <p>Urban</p> <p>Excursion</p>	Listening, reading and writing	
<b>Theme 2: De compras</b>	<p>Learning how to make transactions in a shop in a Spanish-speaking country.</p> <p>Learning how to complain in a shop</p> <p>Talking about money</p>	<p>Formal / informal language</p> <p>Making transactions</p>	<p>Role play</p> <p>Detailed answers in English</p> <p>Multiple choice answers</p>	<p>Transactional</p> <p>Transaction</p> <p>Complaint</p> <p>Resolution</p> <p>Carnivore / Pescatarian</p>	Speaking	
<b>Theme 3: Los trabajos</b>	<p>Talking about different jobs</p> <p>Discussing job preferences</p> <p>Talking about how you earn money</p> <p>Talking about work experience</p>	<p>Using <i>so(er)</i> in the imperfect tense</p> <p>Using verbs in different forms</p> <p>How you earn money, how much you earn, how often you work and opinions.</p>	<p>Translation into Spanish</p> <p>Translation into English</p> <p>Applying the future tense</p> <p>Spontaneous speaking</p> <p>Gap fill</p>	<p>Aspect</p> <p>Spontaneity</p> <p>Labour</p> <p>Gap year</p> <p>Periodical</p>	Listening, reading and writing	

	Talking about gap years and future plans	<p>Descriptions of different jobs in the present tense</p> <p>Use <i>so(er)</i> in the imperfect and present tenses</p> <p>Use the preterite and imperfect tenses</p> <p>Using the conditional and simple future tenses to refer to gap years and future plans.</p>			
<b>Theme 2: La salud</b>	<p>Talking about healthy eating and diet-related problems using more than one time frame.</p> <p>Discussing the importance of avoiding drugs, drinking alcohol in moderation and avoiding cigarettes/vaping.</p> <p>Exploring the reasons why people may smoke, drink or take drugs.</p> <p>Learning about body parts and will be able to say what part of their body hurts.</p>	<p>Talking about parts of the body and saying what hurts</p> <p>Talking about illnesses</p> <p>Expressions with <i>tener</i></p> <p>Talking about healthy eating</p> <p>Using modal verbs to make recommendations for how to live a healthy lifestyle</p> <p>Use of the present subjunctive to make recommendations for how to live a healthy lifestyle</p> <p>Talking about the dangers of smoking, drinking alcohol, vaping and drugs</p>	<p>Photo card</p> <p>Questions/Answers in Spanish</p> <p>Literary texts</p> <p>Identifying time frames</p> <p>150-word essay / 40-word essay</p> <p>Complex structures</p>	<p>Cardiac</p> <p>Pulmonary</p> <p>Cerebral</p> <p>Dental</p> <p>Podiatry</p> <p>Infirm</p> <p>Medic</p> <p>Modal</p>	Public exams
<b>Theme 2: Problemas sociales y globales</b>	Social and global issues such as the environment, poverty, unemployment, drug addiction, hunger, animals at risk of extinction, homelessness, draught, obesity, deforestation, social inequality.	<p>Using verbs like <i>gustar</i>, <i>preocupar</i> to talk about global and social issues</p> <p>Vocabulary related to global and social issues</p> <p>Environmental problems and solutions</p> <p>Natural disasters</p> <p>Vices and social issues such as homelessness</p> <p>Use of the subjunctive to say what action is necessary</p>	<p>Who said what? – Questions</p> <p>Survey questions</p> <p>Avoiding distractors and red herrings</p> <p>Translation into Spanish</p> <p>Translation into English</p> <p>90-word essay / 40-word essay</p> <p>150 word essay / 4 sentences</p>	<p>Extinction</p> <p>Globalisation</p> <p>Vice</p> <p>Ozone layer</p> <p>Climate change</p> <p>Carbon emissions</p> <p>Greenhouse effect</p> <p>Deforestation</p> <p>Fossil fuels</p> <p>Renewable energy</p>	Public exams

# Year 12

## Curriculum Coherence

### [AQA – A-Level Spanish Specification](#)

Medium Term Plan Title	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
<i>Los valores tradicionales y modernos</i> - Traditional and modern values	The difference in family life, past and present. Some religious traditions in the Hispanic World and the influence of Catholicism. The institution of marriage in Spain and the divorce rate. Different types of family that exist and their experiences and difficulties.	The present tense of regular and common irregular verbs, including radical changing verbs. The position and agreement of adjectives, including apocopation. Reflexive verbs, various tenses. Interrogatives	Using bilingual dictionaries: paper and online. Organising notes for the A-Level course. Learning techniques to memorise vocabulary. Participating fluently in conversations (including repair strategies, circumlocution).	La Resurrección La maternidad	Baseline – Grammar	Bridging task Weekly vocabulary test Translation tasks Mind mapping
<i>El ciberespacio</i> – Cyber space	The uses of the internet and its positive and negative features. How new technologies change our lives. The different uses of smartphones and their influence today.	Definite and indefinite articles. Comparative constructions. Direct and indirect object pronouns.	Finding effective reading strategies. Translating accurately from Spanish to English. Translating accurately from English to Spanish.	Acceder Eficaz La globalización La multitud La sobreexposición Prejudicial	Listening	Weekly vocabulary test Translation tasks Research
<i>La igualdad de los derechos</i> – Equal rights	An historical perspective on the changes and improvements in women's rights in Spain. Women's opinions about their status in society today. The opinions and experiences of LGBTQIA+ communities in various Latin American countries.	The imperfect tense, contrasting it with the preterite tense. Verbs like <i>gustar</i> . The perfect tense.	Summarising and extracting key points from text and audio passages. Finding and using suitable online material. Taking the initiative in conversation.	Conceder Burguesía Reglamentario El sufragio La baja maternal El machismo El/la alidao/a El pecado	Reading	Weekly vocabulary test Translation tasks Presentations Stimulus cards
<i>La influencia de los ídolos</i> – The influence of idols	The influence of famous singers and musicians in the Spanish-speaking world. Hispanic sporting role models and their influence. The influence of celebrities from the world of television and the cinema in Hispanic countries.	The use of the near future and simple future tense The difference uses of the infinitive Negative constructions	Listening strategies Techniques for extending vocabulary Finding and using synonyms with similar meaning	El/la embajador(a) Prohibir Implacable La paradoja Acérrimo Discreto Promiscuo Orientación sexual	Writing	Weekly vocabulary test Translation tasks Presentations Stimulus cards
<i>La identidad regional en España</i> – Spanish regional identity	Holy Week festivities in Spain and their regional variants. The world of bullfighting in Hispanic countries. The immensely varies gastronomy of Spain. The official languages of Spain and their importance.	The preterite tense. Basic structures of the present subjunctive. Relative pronouns. Uses of the imperative.	Producing interesting sentences when writing and speaking. Answering questions effectively on a reading or listening passage in Spanish, including inferring information. Improving exam techniques for reading tasks. Acquiring techniques for listening tasks.	Sagrado Ostentoso Soportar Atroz El pulmón Tauromaquia La bodega La gastronomía La vanguardia El viñedo	Speaking	Weekly vocabulary test Translation tasks Presentations Stimulus cards

<i>El patrimonio cultural</i> – Cultural heritage	The Spanish conquest of Peru and the location of Machu Picchu. The work of the great Mexican artists Diego Rivera and Frida Kahlo. The variety and importance of Arabic architecture in Spain	The uses of <i>por</i> and <i>para</i> . The uses of <i>ser</i> and <i>estar</i> . Active and passive voices, including the impersonal <i>se</i> .	Checking and editing writing to improve accuracy Comparing and contrasting view points and adding personal opinions How to revise for A-Level Spanish	La colonia Cumplir Encarnizado El imperio Sanguinario La angustia Controvertido Tormentoso La armonía El Corán La mezquita Los moros La superficie	Listening	Weekly vocabulary test Translation tasks Presentations Stimulus cards
<i>La inmigración en España</i> – Immigration in Spain	Immigration in Spain – origin, distribution and integration.	The conditional tense	Analysing data Adapting a text to your own needs	Atender La hostilidad Endurecer La procedencia	Reading	Weekly vocabulary test Translation tasks Presentations Stimulus cards
<i>Los jóvenes y la política - ¿Activismo o apatía?</i> – Young people and politics – Activism or apathy?	The political orientation of young people in Spain and Latin America	Compound tenses	Learning to react to the unpredictable in a conversation	Apatía Codicioso El/la diputado/a Manifestar El movimiento Politizar El protagonismo El/la titulado/a	Writing	Weekly vocabulary test Translation tasks Presentations Stimulus cards
A study of the Spanish film <i>Volver</i> (dir. Pedro Almodóvar)	Understanding the plot of the film. Analysing characters, themes and director's techniques. Understanding the social context of contemporary Spain and the contrast between urban and rural settings.	All as covered in A-Level course	Writing an essay – planning, writing, checking and time management.  Analytical skills.		Paper 1 – Listening, reading and writing	Questions from study guide Essay questions Scene summaries
Individual Research Project (IRP)	To decide a topic for the IRP, create an approved IRP title and produce the 2-minute presentation.	Directed by students' own research choice.	Research skills		Paper 3 – Speaking	Redrafting Practising
A study of the Mexican novel ' <i>Como agua para chocolate</i> ' ('Like water for chocolate') by Laura Esquivel	Understanding the plot of the novel	All as covered in A-Level course	Writing an essay – planning, writing, checking and time management.		Paper 2 – Writing	Chapter summaries and comprehension questions (Chapter 1 and 2 only)

## Year 13

### Curriculum Coherence

### [AQA – A-Level Spanish Specification](#)

Medium Term Plan Title	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
<i>Mejorando la situación de la mujer</i> – Improving the situation for women	Improvements in the situation of women in the Hispanic world.	Expressions of time	Organising effective notes for A-Level Revision.	Conciliar Convivir La disparidad	Paper 1 – Listening, Reading and Writing	Weekly vocabulary test Translation tasks Presentations

				La reivindicación		
<i>El patrimonio musical y su diversidad en el mundo hispano</i> – Musical heritage and its diversity in the Hispanic world.	Flamenco, tango and other music styles in the Hispanic world	Constructions with verbs followed by a preposition	Listening to native speakers	La etnia El exponente El prejuicio	Paper 3 – Speaking	Weekly vocabulary test Translation tasks Presentations
<i>La inmigración</i> – Immigration	The plight of illegal immigrants in Spain, their life and experiences. Hispanic immigration to the United States and its consequences.	Gerunds Relative pronouns	Planning ongoing tasks to bring language up to A-Level standard. Researching a prominent figure from the Spanish-speaking world.	El auxilio medico La desesperación El flujo migratorio Magrebí La solidaridad La ascendencia Conceder Divulgar Emigrar Extorsionar	Paper 2 – Writing	Weekly vocabulary test Translation tasks Presentations
<i>El racismo</i> – Racism	The expulsion of Muslims and Jews from Spain and their current situation. The measures taken to combat racism in certain Latin American countries. The anti-racism laws of Spain and Bolivia	Past participles and their variety of different uses Radical and orthographic changes of some verbs. Conditional expressions with probable, improbable and impossible meanings	Weighing up different opinions and drawing conclusions. Learning and using more sophisticated vocabulary. Employing a variety of sophisticated grammatical structures.	Bautizar Enriquecer La tentación Xenófobo Combatir Inquisición Sublevación Antepasado/a Conmemorar Elaborar Genocidio Poblador Polemizar Enfrantamiento Institucional Tachar Penalización Tirano/a	Listening and reading Speaking	Weekly vocabulary test Translation tasks Presentations
<i>La convivencia y la integración</i> - Coexistence and integration	The historical coexistence of Christians, Jews and Muslims. Different opinions and points of view about the integration of immigrants or other social groups in educational establishments. Integration and coexistence of social groups and immigrants in Spain today.	The present subjunctive Indirect and direct object pronouns Active and passive voice, including further use of <i>se</i>	Researching a single event or series of events Extracting and summarising information from longer passages of text. Drafting and redrafting written work to increase accuracy and avoid errors.	Acuñaición Colectivo Embellecer Urbe Visigodo Castigar Alumnado Desconfiar Interrelacionarse Integración Intergrarse Aislado Aportación Chabola Estigmatizar Impeder Infravivienda Persostor Relegado Segregado	Listening and reading Speaking	Weekly vocabulary test Translation tasks Presentations

Individual Research Project (IRP)	To develop the IRP title, research it thoroughly, prepare 2-minute presentation and prepare to answer spontaneous questions.	Directed by students' own research choice	Research skills		Speaking	Practising Spontaneous speaking
<i>Jovenes de hoy, ciudadanos de mañana</i> – Young people of today, citizens of tomorrow	The problem of youth unemployment in Spain and Latin America. The aspirations of young people and their ideal society	Adverbs Impersonal verbs	Developing arguments from different angles. Translating from Spanish into authentic English.	Alianza Apatía Conservador Socialista Diputado/a Levantamiento Delincuencia Estigmatización Industrializar Razonamiento Retroceder Temporal Altruista Austeridad Colaborar Impuesto Juvenile Inversión Malintencionado Primordial Superar	Listening and reading Speaking	Weekly vocabulary test Translation tasks Presentations
<i>Monarquías y dictaduras</i> – Monarchies and dictatorships	The dictatorship of Franco. The evolution of the Spanish monarchy in the last 100 years. Two Latin American dictatorships – Pinochet in Chile and Castro in Cuba.	<i>Ser</i> and <i>estar</i> , including the passive voice. The subjunctive across a range of tenses and in different ways. The subjunctive in main clauses.	Learning other techniques relevant to A-Level listening tasks. Translating from English into accurate, authentic Spanish. Adding more variety to your language, such as idioms and synonyms.	Acaparar Aniquilar Colaborar Ejercer Fusilar Involucrar Subsiguiente Abdicar Autoritario Desterrar Dinástico Golpe de Estado Jefe de Estado Monarca Reinado Renunciar Restaurar Tutelar Álgido Ascension Asumir Conllevar Derrocar Junta militar Supresión	Listening and reading Speaking	Weekly vocabulary test Translation tasks Presentations
<i>Movimientos sociales</i> – Social movements	Trade unions in Spain and direct action in the Hispanic world. Social protests in Argentina and Chile.	Word order in Spanish. Comparative and superlative constructions. Subordinating conjunctions.	Inferring information from listening material such as interviews or reports.	Acción directa Afilación Agrupación Artesano	Listening and reading Speaking	Weekly vocabulary test Translation tasks Presentations

	The 15-M protests in Spain and similar ones in Argentina.		Using new techniques in A-Level reading tasks. Using a variety of techniques to hold the interest of your audience when speaking.	Clandestinidad De cuello azul/blanco Rector(a) Botín Inscrito Luto Reclamar Respaldo Secuestrar Transmitir		
A study of the Mexican novel ' <i>Como agua para chocolate</i> ' ('Like water for chocolate') by Laura Esquivel	Understanding the plot of the novel Analysing characters, themes and literary techniques Understanding the historical and social context of Mexican society during the revolution in the 20 <sup>th</sup> century.	All as covered in A-Level course	Writing an essay – planning, writing, checking and time management.  Analytical skills.		Writing	Chapter summaries Activities from study guide Essay questions