

Learning Cycle Year 1	Knowledge and Skills	Vocabulary & Reading	Checking of understanding	Rationale
Autumn Term	<p>Aspects of Hispanic Society: current trends</p> <ul style="list-style-type: none"> • Cyberspace • Modern and traditional values • Equal rights <p>Building of RPL of GCSE Grammar: Present, present continuous, future, conditional, imperfect, imperfect continuous, preterite, perfect, pluperfect, future perfect and conditional perfect tenses (regular & irregular verbs) Comparatives and superlatives Demonstrative and possessive adjectives Indefinite adjectives and pronouns Por and Para, personal "a", word categories</p> <p>Skills: Conversation in Spanish – building fluency and confidence Skimming texts for gist Translation into and from Spanish Listening and reading summaries</p>	Target language theme specific vocabulary	<p>Grammar audit Weekly vocab/verb test Kerboodle exercises in class and at home – listening/reading/writing/speaking Q&A topic recall Whiteboards checks of verb conjugation and vocab Whole class topic related discussions Exam style questions Group essay planning 1-to-1 speaking opportunities Group theme-related presentations on "pet" country</p>	<p>Building on GCSE content, students acquire more complex target language to expand sentences using theme-specific vocabulary. Focussing on language, society and culture, students gain transferable skills and improved confidence. Their critical thinking and research skills are also enhanced in the promotion of independent learning. The topics studied during this term address race, gender and social hierarchy which also promote reflection of British Values.</p> <p>Studying a film is an accessible and enjoyable activity which engages the whole group and immerses students in the target language world. It prompts lively discussion and helps generate a positive learning environment.</p> <p>Promoting independent research prepares students</p>

	<p>Independent research for “pet” country</p> <p>Film (Paper 2): Volver</p> <p>Essay writing – complex writing, critical thinking</p>			<p>early for this requirement within the NEA and future academic study/employment.</p>
Spring Term	<p>Artistic culture in the Hispanic world</p> <ul style="list-style-type: none"> • Modern day idols • Spanish regional identity • Cultural heritage <p>Grammar:</p> <p>Recall of previous learning</p> <p>Indirect and direct object pronouns</p> <p>Passive voice, imperatives, connectives</p> <p>Present and perfect subjunctive (formation and use)</p> <p>Skills:</p> <p>Using numerals</p> <p>Gap filling (word categories)</p> <p>Translation into and from Spanish</p> <p>Listening and reading summaries</p> <p>Independent research for “pet” country</p>	<p>Target language theme specific vocabulary</p>	<p>Weekly vocab test</p> <p>Group theme-related presentations on “pet” country</p> <p>Kerboodle exercises in class and at home – listening/reading/writing/speaking</p> <p>Q&A topic recall</p> <p>Whiteboards checks of verb conjugation and vocab</p> <p>Whole class topic related discussions</p> <p>Exam style questions</p> <p>Essay planning</p> <p>1-to-1 speaking opportunities</p>	<p>Students continue to acquire more complex target language to expand sentences using theme-specific vocabulary. Focussing on language, society and culture, students gain transferable skills and improved confidence. Their critical thinking and research skills are also enhanced in the promotion of independent learning. The topics studied during this term address respect, tolerance and individual liberty which are also promoted within British Values.</p> <p>Promoting independent research prepares students for this requirement within the NEA and future academic study/employment.</p>
Summer Term	<p>Consolidation and recall of all 6 topics and aspects of grammar</p>	<p>Recall of all theme specific vocabulary</p>	<p>END OF YEAR ASSESSMENT</p>	<p>Providing students with a springboard into their own independent study and skills'</p>



	<p>Past paper questions</p> <p>Introduction to Spanish set literature work: La casa de Bernarda Alba</p> <p>Independent Research Project (NEA) – enhancing research and critical thinking skills</p>		<p>Paper 1 – listening, reading, writing and translation</p> <p>Paper 2 – essay writing on set film</p> <p>Paper 3 - speaking</p>	<p>refinement moving onto Year 13.</p> <p>Our curriculum offers a transformative experience to the students by giving them the opportunity to open their minds and broaden their horizons, establishing a strong platform for them to flourish post-18.</p>
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Learning Cycle Year 2	Knowledge and Skills	Vocabulary & Reading	Checking of understanding	Rationale
<p>Autumn Term</p>	<p>Literature (Paper 2): La casa de Bernarda Alba Essay writing – complex writing, critical thinking</p> <p>Multiculturalism in Hispanic Society</p> <ul style="list-style-type: none"> • Immigration • Racism • Integration <p>Recall of Y12 grammar, skills and topic knowledge</p> <p>Grammar: Present, future, conditional, imperfect, preterite, perfect, compound tenses (regular & irregular verbs) Indirect and direct object pronouns Passive voice, adverbs, gerund Comparatives and superlatives Demonstrative adjectives and pronouns Por and Para, form and use of prepositions</p>	<p>Target language theme specific vocabulary</p>	<p>Weekly vocab/verb test Kerboodle exercises in class and at home – listening/reading/writing/speaking Q&A topic recall Whiteboards checks of verb conjugation and vocab Whole class topic related discussions Exam style questions (Mocks) Essay planning 1-to-1 speaking opportunities (Paper 3 speaking cards and IRP) Group theme-related presentations on “pet” country</p>	<p>Building on Y12 content, students acquire more complex target language to expand sentences using theme-specific vocabulary. Focussing on language, society and culture, students gain transferable skills and improved confidence. Their critical thinking and research skills are also enhanced in the promotion of independent learning. The topics studied during this term address race, gender, respect, tolerance and individual liberty which also promote reflection of British Values.</p> <p>Studying a play is an accessible and enjoyable activity which engages the whole group and immerses students in the target language world. It prompts lively discussion and helps generate a positive learning environment.</p> <p>Promoting independent research prepares students for</p>

	<p>Skills: Use of target language in the classroom – building fluency and confidence whilst speaking spontaneously Skimming texts for gist Translation into and from Spanish Listening and reading summaries Independent research for “pet” country Practise NEA – presentation and discussion (Paper 3)</p>			<p>this requirement within the NEA and future academic study/employment.</p>
<p>Spring Term</p>	<p>Aspects of political life in the Hispanic World</p> <ul style="list-style-type: none"> • Today's youth, tomorrow's citizens • Monarchies and dictatorships • Popular movements <p>Recall of Y12 grammar, skills and topic knowledge</p> <p>Grammar: Recall of previous learning Present, perfect, imperfect and pluperfect subjunctive (and “if” clauses) Imperatives, choosing the right tenses, passive voice</p> <p>Skills:</p>	<p>Target language theme specific vocabulary</p>	<p>Weekly vocab test Group theme-related presentations on “pet” country Kerboodle exercises in class and at home – listening/reading/writing/speaking Q&A topic recall Whiteboards checks of verb conjugation and vocab Whole class topic related discussions Exam style questions (Mocks) Essay planning 1-to-1 speaking opportunities (Paper 3 speaking cards and IRP)</p>	<p>Students continue to acquire more complex target language to expand sentences using theme-specific vocabulary. Focussing on language, society and culture, students gain transferable skills and improved confidence. Their critical thinking and research skills are also enhanced in the promotion of independent learning. The topics studied during this term address respect, tolerance and individual liberty which are also promoted within British Values.</p> <p>Promoting independent research prepares students for this requirement within the NEA</p>



	<p>Intensive speaking practice for Paper 3 (cards and IRP) - building fluency and confidence whilst speaking spontaneously</p> <p>Gap filling (word categories)</p> <p>Translation into and from Spanish</p> <p>Listening and reading summaries</p> <p>Independent research for “pet” country</p>			<p>and future academic study/employment.</p>
<p>Summer Term</p>	<p>Consolidation and recall of all 12 topics and required grammar and language skills</p> <p>Past paper questions</p> <p>Independent Research Project (NEA) – enhancing research and critical thinking skills</p>	<p>Recall of all theme specific vocabulary</p>	<p>END OF COURSE ASSESSMENT</p> <p>Paper 1 – listening, reading, writing and translation</p> <p>Paper 2 – essay writing on set film and literature works</p> <p>Paper 3 – speaking (cards and IRP)</p>	<p>Exam preparation, consolidation and revision.</p> <p>Our curriculum offers a transformative experience to the students by opening their minds and broadening their horizons through the study of society and culture in Spanish-speaking countries across the globe. This establishes a strong platform for them to flourish post-18.</p>