

A Level Year 1 Spanish Curriculum Plan							
Unit	Core		Hinterland		NC Coverage	Assessment	Whole Education Opportunities
	Knowledge	Skills	Knowledge	Skills			
Module 1: Aspects of Hispanic-speaking society (current trends) Los valores tradicionales y modernos	<ul style="list-style-type: none"> Describe changes to the typical family model during the 20th century Understand trends in marriage and the situation regarding divorce and how this varies in different age groups The religious history of Spain and how the influence of the Catholic church has changed Topic specific vocabulary 	<ul style="list-style-type: none"> Using the imperfect tense to discuss life during the Francoist dictatorship Recapping the preterite tense and recognising patterns and using the preterito grave (irregulars) Narrating interrupted actions by using the imperfect and imperfect continuous tenses with the preterite tense Knowing when to use accents and the grammatical rules behind this 	<ul style="list-style-type: none"> Developing their knowledge of current affairs around the world with regard to issues such as legislation on same sex marriage etc. Reflecting on the role of women in different cultures and points in history and what makes 'a family' in the 21st century. 	<ul style="list-style-type: none"> Independent research skills are developed through finding their own news articles and following Spanish news outlets on social media to research their own facts and up to date information. Debating skills – developing and supporting a spoken argument 		<ul style="list-style-type: none"> Summer homework is discussed in class (grammar is marked and DIRTED) and the topic answers feed in to class discussions on the changing role of women and make up of families. <p>PR1 Assessment – Paper 1 style on work covered so far (listening, reading, summarising and translation). Also a Paper 3 speaking test on one unseen card on this topic.</p> <p>Regular vocab tests</p>	<ul style="list-style-type: none"> SMSC - taking part in our yearly 'Hazeley Day of Languages video' to promote the linguistic diversity of Hazeley and demonstrate that you can achieve a good level of fluency at school.
Module 2: Aspects of Hispanic-speaking society (current trends) El Ciberespacio	<ul style="list-style-type: none"> Arguments for and against the use of the internet Consideration of the positive and negative effects of smartphones Consideration of the risks and benefits that social networks bring to our society Topic specific vocabulary 	<ul style="list-style-type: none"> Using the present and present continuous Accurately using comparatives and superlatives Using expressions that give pros and cons Use the future and conditional tense to talk about the future of social networks and smartphone technology Writing a 70 word summary from a listening extract – reducing it to the 7 key points 	<ul style="list-style-type: none"> Raising awareness of issues affecting young people today i.e. the impact of social media on young people's mental health. Developing the knowledge that they must question what they see and think critically. 	<ul style="list-style-type: none"> Weighing up the pros and cons of an issue to reach a conclusion and be able to justify it Summarising and magenta principal 'reduce it' 		<p>PR1 Assessment – Paper 1 style on work covered so far (listening, reading, summarising and translation). Also a Paper 3 speaking test on one unseen card on this topic.</p> <p>Regular vocab tests</p>	<ul style="list-style-type: none"> Link to life skills lessons throughout the year – body image/ cyberbullying / appropriate use of smartphones and internet / the negatives of social networks (filters etc) and it's impact on teenagers mental health
Film Study – El Laberinto del Fauno by Guillermo del Toro Continues throughout year 1 and year 2	<ul style="list-style-type: none"> Essay writing vocabulary Key themes of the film Key characters and their development The social and historical context of the film (aftermath of the Spanish civil war) Director's techniques and the effect on the audience and how they convey the directors intentions 	<ul style="list-style-type: none"> Essay writing using the PEEL structure Analysing key themes and the director's intentions using their social and historical context knowledge to interpret the message the director wants to convey 	<ul style="list-style-type: none"> Specific vocabulary related to the analysis of movies e.g. juxtaposition / use of colour /camera angles and the effects they create / allegory Historical knowledge and brief overview of 20th century world history (Spanish civil war, loss of empire, great depression etc.) Brief overview of left and right wing politics to understand the two sides of the Spanish Civil War 	<ul style="list-style-type: none"> Using this vocabulary to analyse the film – can be applied to any film they see. Where time allows we can watch other movies by Guillermo del Toro Essay planning using PEEL 		<p>Essays planned together and written as homework. These are marked against the AQA paper 2 markscheme and then DIRTed.</p> <p>PR2 assessment – paper 2</p> <p>Regular vocab tests</p>	<ul style="list-style-type: none"> Possible link to history (year 20th century world history – Spanish civil war, rise of fascism, wall street crash, loss of empire)
Module 3: Aspects of Hispanic-speaking society (current trends) La igualdad de los sexos	<ul style="list-style-type: none"> Discussing women in the world of work and the issues they may face Discuss male chauvinism Consider what feminism means and the history of feminism in Spain Discuss changes in LGBTQ rights Knowledge of gay marriage in Spain and across the Hispanic world (up to date legislation) Topic specific vocab 	<ul style="list-style-type: none"> Using indefinite adjectives and pronouns Recap of the perfect tense and its accurate application Use of the pluperfect tense Conjugating and using the future perfect and the conditional perfect Translation skills focus 	<ul style="list-style-type: none"> Developing knowledge of key questions for young people today: What does equality for women actually look like on a day to day basis? What does it mean to be feminist? Are you aware of gender stereotypes and how can we deconstruct them? 	<ul style="list-style-type: none"> Gender stereotypes activity (draw a pilot, hairdresser, fire fighter and nurse). Have they internalised these stereotypes? (This happens around 6 years old) Links to international womens day Independent research skills and public speaking skills further developed – students produce and deliver a presentation on a feminist movement (MeToo or 8M) or issue relating to gender violence in Spain (la Manada) 		<ul style="list-style-type: none"> PR2 Assessment – Paper 1 style on all topics covered so far (listening, reading, summarising and translation). Also a Paper 3 speaking test on one unseen card on this topic. Regular vocab tests 	<ul style="list-style-type: none"> Possible links to Psychology – feminism and gender stereotypes. Time wise may tie in with International Women's day
Module 4: Artistic culture in the Hispanic World: La influencia de los idolos	<ul style="list-style-type: none"> Awareness of the positive and negative influence singers and musicians have on young people Contribution of TV and film stars on our society Awareness of the influence of fashion models on young people. 	<ul style="list-style-type: none"> Using direct and indirect object pronouns accurately Recognising and forming the passive voice and understanding the difference between use in English and Spanish. 	Encouraging students to question what they see around them: <ul style="list-style-type: none"> What is the impact of sexist and violent lyrics in music The importance of charity work Influencers and their responsibilities Body image and size zero models 	Language for debating – students continue to develop their skills to put forward arguments and draw conclusions.		<p>PR2 Assessment – Paper 1 style on all topics covered so far (listening, reading, summarising and translation). Also a Paper 3 speaking test on one unseen card on this topic.</p> <p>Regular vocab tests</p>	<ul style="list-style-type: none"> Link to lifes kills and mental health

			Opportunity to listen to Spanish language music and become aware of celebrities in the Hispanic world.				
Module 5: Artistic culture in the Hispanic World: La identidad regional en España	<ul style="list-style-type: none"> Spanish customs and traditions Discuss similarities and differences in the gastronomy of Spain Consider the languages spoken in Spain and gain awareness of the issues surrounding them 	<ul style="list-style-type: none"> Conjugating the present subjunctive of regular verbs Use the perfect tense in the subjunctive Using numerals Filling in gaps in a text – listening skills focus 	Geographical knowledge of Spain is developed. Knowledge of a variety of Spanish festivals - SMSC	Independent research skills and public speaking are developed – students research a Spanish festival of their choice and present it to class		PPE / UCAS exams: Full paper 1, 2 and 3 marked against AQA AOs. Regular vocab tests	<ul style="list-style-type: none"> Links to catering (Future idea – would be amazing to find a parent that would come and teach us to cook a Spanish dish) Trip to churros shop in the past
Module 6: Artistic Culture in the Hispanic World: El Patrimonio Cultural	<ul style="list-style-type: none"> Learn about the civilizations that contributed to the cultural heritage of Spain The pre-columbian heritage of latin America (Incas/Mayans/Aztecs etc) The role of architecture in Spain and the different influences Artists Understanding the diversity of Hispanic music and dance 	<ul style="list-style-type: none"> Using the subjunctive mood accurately after verbs of emotion, surprise and doubt Using possessive and demonstrative adjectives Forming and using imperatives 	Geographical knowledge of Spain and Latin America We touch on the colonization of Latin America by Spain and the effect of this on the indigenous populations	Independent research skills- research and present on a unesco heritage site e.g. Machu picchu or la Alhambra etc Present on an artist or architect e.g. Gaudi		PPE / UCAS exams: Full paper 1, 2 and 3 marked against AQA AOs. Regular vocab tests	<ul style="list-style-type: none"> Links to Art and Music department potentially. (Future idea – look for trip to flamenco show / theatre etc) Post covid – to reinstate the Spanish trips to see some of this first hand (architecture in malaga, flamenco show, Picasso museum)
A Level Year 2 Spanish Curriculum Plan							
Module 1: Multiculturalism in Hispanic Society: La inmigración	<ul style="list-style-type: none"> The positive and negative aspects of immigration Facts relating to immigration in the Hispanic world Awareness of the problems faced by illegal migrants 	<ul style="list-style-type: none"> Re-enforce skills from year 1 (present, imperfect and preterite) Using compound tenses (e.g. the perfect tenses) Varying vocabulary used by using synonyms 	Watching the movie 'sin nombre' which shows immigration from the perspective of the migrants (on 'la bestia' train attempting to reach the united states – demonstrates how perilous these journeys can be Current affairs knowledge on the topic of migrant (ceuta crisis etc) Touches on colonization and the relationship between Spain and its ex-colonies	Language for debating – students continue to develop their skills to put forward arguments for and against an issue and draw conclusions. Interpreting information on graphs to discuss immigration trends.		PR1 Assessment – Paper 1 style on work covered so far in year 13 as well as year 12 topics (listening, reading, summarising and translation). Also a Paper 3 speaking test on one unseen card on this topic. Regular vocab tests	Links to history and geography potentially
Literature study: El Otro Arbol de Guernica	<ul style="list-style-type: none"> Literary devices Vocabulary for literary análisis Key themes Essay writing vocabulary Key characters and their development The social and historical context of the book (of the Spanish civil war) Authors intentions 	Tackling a longer literary text Reading for gist Summarising chapters Character analysis Theme analysis Developing arguments and supporting with examples from the text	Knowledge of 20 th century history Building a wider bank of general vocabulary	Literary analysis skills that could be applied to English or other languages		Essays planned together and written as homework. These are marked against the AQA paper 2 markscheme and then DIRTed. Assessed in PR assessments and PPEs	History
Module 2: Multiculturalism in Hispanic Society: El Racismo	<ul style="list-style-type: none"> Knowledge to describe and discuss xenophobic and racist attitudes in the Spanish speaking world Knowledge of possible measures to combat racism and their effectiveness Awareness of current and future legislation 	<ul style="list-style-type: none"> Re-enforcing skills from year 12 (using the conditional and future tenses) Expressing obligation Translation focus (gerund) 	Wider discussion regarding the afro-latino population of Latin America. May touch on the transatlantic slave trade. Interviews with notable afro-latinos regarding the discrimination they face. Episode of Spanish show 'eso no se pregunta' on the topic of racism with high profile black Spaniards. Music from Afrocolombiano group 'chocquibtown' Current affairs knowledge – las vidas negras Tambien importan (BLM movement) and racism in sport	Independent research skills and public speaking. Present to the class on examples of racism in the Spanish speaking world. Identifying negative stereotypes and reflection on unconscious bias		PR1 Assessment – Paper 1 style on work covered so far in year 13 as well as year 12 topics (listening, reading, summarising and translation). Also a Paper 3 speaking test on one unseen card on this topic. Regular vocab tests	Hazeley's Black History Month activities.

<p>Module 3: Multiculturalism in Hispanic Society: La convivencia</p>	<ul style="list-style-type: none"> Understanding the different ways in which different cultures integrate in Hispanic society (British citizens in Spain, Latinoamericans, gitanos) Knowledge of the issues surrounding the integration of different cultures within the sphere of education Understanding of the co-existence of different religions in the Hispanic world Topic specific vocab 	<ul style="list-style-type: none"> Focus on accurate use of pronouns, prepositions and adverbs 	<p>History – the Spanish Inquisition</p> <p>SMSC – considering why Convivencia between cultures is sometimes difficult</p>	<p>Interpreting data on graphs</p> <p>Students begin and independent research project, sifting through information on their chosen topic to be able to select the most useful resources.</p> <p>Translation</p>		<ul style="list-style-type: none"> PR2 Assessment – Paper 1 style on all topics covered so far, including year 12 (listening, reading, summarising and translation). Also a Paper 3 speaking test on one unseen card on this topic. Paper 2 = one film and one book essay <p>Regular vocab tests</p>	SMSC
<p>Module 4: Aspects of Political Life in the Hispanic World: Jovenes de hoy, ciudadanos de mañana</p>	<ul style="list-style-type: none"> Understanding why politics is important to young people's lives and why it is changing Understanding the issues surrounding youth unemployment Understanding of the type of 'ideal' society young people in the Hispanic world want to live in Activism vs apathy 	<ul style="list-style-type: none"> Forming the present subjunctive and the perfect subjunctive Accurate use of imperatives 	<p>General knowledge of politics, political terminology</p> <p>The phenomenon of the 'nini' generation</p> <p>The importance of voting and having a 'political voice'</p>	<p>Talking about data and trends</p> <p>Expressing opinions – developing them with examples and justifying them</p>		<ul style="list-style-type: none"> PR2 Assessment – Paper 1 style on all topics covered so far, including year 12 (listening, reading, summarising and translation). Also a Paper 3 speaking test on one unseen card on this topic. Paper 2 = one film and one book essay <p>Regular vocab tests</p>	Possible links to politics or Philosophy and Ethics
<p>Module 5: Aspects of Political Life in the Hispanic World: Monarquias y dictaduras</p>	<ul style="list-style-type: none"> Understanding the impact of the Spanish civil war and life under Franco's dictatorship Understanding the difference between monarchy, republic and dictatorship Understanding the transition to democracy Understanding Latin American dictatorships (Peru, Chile and Argentina) 	<ul style="list-style-type: none"> Forming and using the imperfect subjunctive 	<p>Show clips of video footage from 'la accion femenina' and censored publicity from the time.</p> <p>Footage from the time</p> <p>Current affairs and la ley de memoria historica. Moving Franco's remains etc. Addressing the past and making amends.</p> <p>Abdication of King Juan Carlos</p>	<p>Expressing opinions – developing them with examples and justifying them</p> <p>Independent research skills</p>		<p>PPE</p> <p>Full paper 1, 2 and 3 marked against AQA AOs.</p> <p>Regular vocab tests</p>	Modern 20 th Century History Links to politics
<p>Module 6: Aspects of Political Life in the Hispanic World: Los Movimientos Populares</p>	<ul style="list-style-type: none"> Consideration of how effective strikes and protests are. Understanding the role and power of trade unions Knowledge of specific movements like 15M and the mothers of the plaza de mayo in Argentina 	<ul style="list-style-type: none"> Accurately using if clauses with the pluperfect subjunctive Accurately using if clauses with the imperfect subjunctive Using the passive voice 	<p>Current affairs and clips of protests</p>	<p>Talking about data and trends.</p> <p>Independent research and presentation of an example of a social protest</p>		<p>PPE</p> <p>Full paper 1, 2 and 3 marked against AQA AOs.</p> <p>Regular vocab tests</p>	Politics