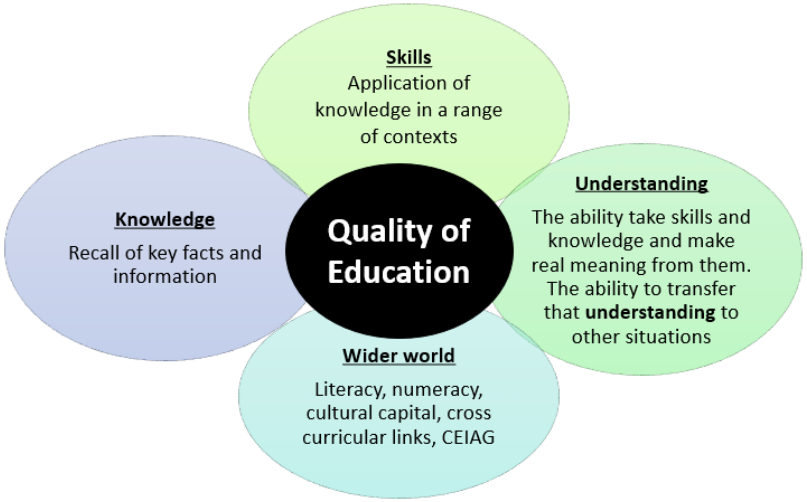
# CIM - Curriculum Intent Map - Spanish
## Exam board - GCSE: AQA  Exam board – A-Level: AQA

### Curriculum objectives

Our Spanish curriculum develops confident, articulate and culturally aware learners who can understand and communicate in Spanish with increasing independence. Students develop listening, speaking, reading and writing through topic-based learning, supported by explicit teaching of vocabulary, grammar and phonics. They learn to express and justify their views, ask questions and respond to others.
We want students to understand the value of learning a language: communicating with people, understanding different perspectives and gaining access to cultures beyond their own experience. Learning about Spain and the wider Spanish-speaking world broadens cultural knowledge and helps students recognise how languages can enrich their lives, further study and future careers. We aim to inspire continued language learning and prepare students for real-life communication as well as qualifications.




Students allocated to a Spanish form in Year 7 study Spanish throughout Years 7, 8 and 9. At the end of Year 9, they may choose to continue with AQA GCSE Spanish (8692). Students who choose to remain at the Elizabethan Academy for sixth form may then progress to AQA A-level Spanish (7692).

### Curriculum values and context

Students begin with varied experiences of language learning. We establish secure foundations in pronunciation, essential vocabulary and grammar, then revisit and extend this knowledge in different contexts. Progression involves understanding more demanding language, adapting familiar structures and communicating with greater accuracy and independence. Ambitious expectations apply to all learners, with support and challenge matched to their needs.

Selected content from Claro second edition supports KS3 teaching, while Kerboodle Spanish resources support the AQA GCSE and A-level courses. These resources support our planned curriculum, with topics selected and sequenced to build on students' prior learning. The curriculum is currently being reviewed and rewritten to strengthen progression across year groups. As part of this work, some topics recur across cohorts to address gaps in prior learning, consolidate essential knowledge and prepare students for more demanding language.

### Knowledge and understanding being developed

Vocabulary, sound–spelling relationships and grammar are developed together across the four language skills. Students learn to recognise and construct sentences, understand questions and extend responses. They move from familiar descriptions and opinions towards communication across time frames, reasoned viewpoints and, at A-level, critical analysis of Hispanic society, film and literature. Cultural knowledge includes everyday life and diverse experiences across the Spanish-speaking world.

Across KS3, students develop their understanding and use of present, past and future tenses, with regular opportunities to revisit and practise these forms as their confidence and accuracy grow. At GCSE, vocabulary, phonics and grammar are taught and revisited in line with AQA specification 8692. Higher tier builds on Foundation requirements with additional specified content and greater task demand. At A-level, students develop increasingly accurate expression and critical analysis through AQA specification 7692.

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish
## Exam board - GCSE: AQA  Exam board – A-Level: AQA

### Curriculum sequencing and structure

Teachers explicitly explain and model grammar and pronunciation, then provide guided practice and opportunities to apply learning through listening, speaking, reading and writing. Sentence builder booklets are vocabulary reference resources for classwork and revision. Students learn to adapt language and construct their own responses, with scaffolds reduced as knowledge becomes more secure.

The curriculum is sequenced to build on prior learning, revisiting and extending vocabulary, grammar and phonics so that students communicate with increasing accuracy and independence. Cultural content is linked to taught topics and explores everyday life and diverse experiences in Spain and the wider Spanish-speaking world. Classroom routines, questions, requests and paired exchanges give students purposeful opportunities to use Spanish and apply their learning.

Retrieval activities revisit earlier vocabulary and structures to strengthen recall and support new learning. Vocabulary learning homework is set every other week at KS3 and weekly at KS4 and KS5, through Quizlet or other vocabulary practice. This reinforces essential words and language chunks that build across year groups.

Students are assessed regularly across listening, speaking, reading and writing, alongside grammar, translation and other relevant examination skills. At KS3, assessment reflects taught content and measures progress against the department's KS3 descriptors, while preparing students for the demands of GCSE study. At KS4 and KS5, work is assessed against the relevant AQA GCSE and A-level grading criteria, with GCSE tasks matched to Foundation or Higher tier requirements. Teachers use assessment information to identify and address gaps in learning. Feedback provides clear development tasks to help students improve their work and develop greater accuracy, confidence and independence.

At GCSE, teaching provides appropriate support and challenge to prepare students for Foundation or Higher tier. Students develop the language knowledge and examination skills required for their tier, with opportunities to extend their learning. Tier decisions reflect students' targets, progress, demonstrated performance and ambitions, and are reviewed as they move through the course.

### Development of students' cultural capital, FBVs, personal development

Learning Spanish develops students' cultural capital by introducing them to everyday life, traditions and viewpoints in Spain and the wider Spanish-speaking world. Students compare these thoughtfully with their own experiences, developing respect for others, an appreciation of diversity and an understanding of Fundamental British Values, including mutual respect and tolerance of different faiths and beliefs. Speaking and collaborative tasks build confidence, communication, teamwork, perseverance and resilience, while language learning encourages creative thinking, problem solving and reflection. Classroom Spanish and purposeful exchanges help students recognise the immediate value of communicating in another language. Through topics such as work and future plans, students explore how Spanish can broaden their opportunities for further study and future careers. Celebrating events such as the European Day of Languages further develops cultural awareness and an appreciation of multilingual communities.

### Curriculum equality and access

All learners are entitled to an ambitious Spanish curriculum. Teachers use clear modelling, accessible resources and regular checks for understanding to support successful participation. Tasks, resources and appropriate adjustments enable students to access classroom learning, vocabulary homework and assessment. Support is matched to individual needs, while challenge develops through increasing independence, accuracy and depth of response, without setting fixed ceilings on achievement.

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish

## Exam board - GCSE: AQA  Exam board – A-Level: AQA

**Meeting the needs of SEND students within the classroom**

**Intent:**

- Maintain ambitious expectations and identify the support each learner needs to access the Spanish curriculum.

**Implementation:**

- Use pupil information and agreed reasonable adjustments.
- Provide clear instructions, visual support, chunked tasks and printed vocabulary where needed.
- Model responses and use structured writing or speaking prompts.
- Check understanding through questioning and feedback.
- Adapt or reduce scaffolds when students are ready.
- Apply appropriate assessment and examination access arrangements.

**Impact:**

- Students participate successfully, develop increasing independence and demonstrate progress in their knowledge and use of Spanish.

| | Knowledge | Skills | Understanding | Wider world |
|---|---|---|---|---|
| Year 13 | **Multiculturalism in Spanish society:**<br>• Immigration<br>• Integration<br>• Racism<br><br>**Aspects of political life in the Spanish speaking world:**<br>• Politics and young people<br>• Dictatorships<br>• Popular movements<br><br>**Literary Text** – La Casa de Bernarda Alba<br><br>**Independent Research Project** | **Grammar:**<br>• Form and use the present tense<br>• Revise the imperfect and preterite tenses<br>• Use compound tenses<br>• Improve use of nouns and adjectives<br>• Use the conditional<br>• Use future tenses<br>• Form and use prepositions<br>• Use pronouns<br>• Use adverbs<br>• Use the present subjunctive<br>• Use imperatives<br>• Use the perfect subjunctive<br>• Revise the preterite tense<br>• Form and use the imperfect subjunctive<br>• Use a sequence of tenses<br>• Use *if* clauses + pluperfect subjunctive<br>• Use *if* clauses + imperfect subjunctive<br>• Use the passive voice<br><br>**Skills:**<br>• Improve dictionary skills<br>• Revise the use of loan words | • Discuss the positive and negative aspects of immigration<br>• Learn more about immigration in the Spanish-speaking world<br>• Discuss what problems illegal migrants might face<br>• Describe and discuss racist and xenophobic attitudes in the Spanish-speaking world<br>• Understand and discuss measures to combat racism and their effectiveness<br>• Look at existing legislation against racism<br>• Discuss possible new legislation<br>• Understand and describe the different ways cultures integrate in Hispanic society<br>• Understand and describe the issues surrounding the integration of different cultures within the sphere of education<br>• Understand and describe the coexistence of various religions in the Hispanic world<br>• Discuss the importance of politics in young people's lives<br>• Understand why their attitude to politics is changing<br>• Discuss the unemployment situation amongst young people nowadays and how it is affecting | **Discussion of:**<br>• Social responsibility<br>• Treatment of the poor<br>• Importance of charity<br>• Importance of identity<br>• Experience of migrants<br>• Responsibilities of people in power<br>• Living under a dictatorship<br>• Trade unions<br>• Changing attitudes towards politics<br><br>**Cross-curricular links:**<br>• **History**: The Spanish Civil War 1936 - 1939; The Spanish Dictatorship 1939 - 1975<br>• **Politics:** Participation and Power<br>• **English Literature:** Dramatic Analysis of a Literary Text<br>• **Sociology**: Integration<br><br>**Links to following careers:**<br>• Interpreter<br>• Political risk analyst<br>• Secondary school teacher |

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish

## Exam board - GCSE: AQA  Exam board – A-Level: AQA

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| | | • Vary vocabulary by using synonyms<br>• Express approval/disapproval<br>• Translate the English gerund into Spanish<br>• Express obligation<br>• Use language for describing change<br>• Vary sentence structure to enhance writing<br>• Structure an argument<br>• Use a variety of negative expressions<br>• Talk about data and trends<br>• Express an opinion or evaluation<br>• Speak or write about a historical personality<br>• Recognise and use ordinal numbers<br>• Read for gist for comprehension<br>• Develop and use a wider vocabulary<br>• Vary sentence structure to enhance speaking<br>• Infer meaning from listening and reading | them<br>• Describe and discuss the type of society young people in the Hispanic world want to live in<br>• Understand the impact of the civil war<br>• Discuss life under Franco's dictatorship<br>• Describe and discuss the changes from monarchy and republic to dictatorship<br>• Describe the transition from dictatorship to monarchy<br>• Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina<br>• Consider and discuss how effective protests and strikes are<br>• Describe and discuss the power of trade unions<br>• Consider and discuss the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina | • Translator<br>• Broadcast journalist<br>• Detective |
| **Year 12** | **Aspects of Spanish speaking society: current trends:**<br>• Changing families<br>• Attitudes towards marriage and divorce<br>• Influence of the catholic church<br>• Influence of the Internet<br>• Smartphones<br>• Social networks<br>• Role of women in the world of work<br>• Male chauvinism<br>• LGBT rights<br><br>**Artistic culture in the Spanish-speaking world:**<br>• Singers and musicians<br>• TV and cinema stars<br>• Fashion models<br>• Traditions and customs<br>• Gastronomy<br>• Languages<br>• Historical sites and civilisations<br>• Art and architecture | **Grammar:**<br>• Use the imperfect and imperfect continuous tenses<br>• Use the preterite tense<br>• Use the imperfect and preterite tenses together<br>• Use the present and present continuous<br>• Use comparatives and superlatives<br>• *Ser* and *estar*<br>• Use the future and conditional<br>• Use indefinite adjectives and pronouns<br>• Use the perfect tense<br>• Use the pluperfect tense<br>• Use the future perfect<br>• Use the conditional perfect<br>• Use indirect object pronouns<br>• Practise the passive voice<br>• Use direct object pronouns<br>• Use the present subjunctive of regular verbs<br>• Use the perfect tense in the subjunctive<br>• Use numerals<br>• Use the subjunctive efficiently after verbs of emotion, surprise, doubt, etc<br>• Understand and use efficiently demonstrative and possessive adjectives<br>• Use imperatives | • Describe the various types of 21st-century Spanish family and how these differ from the family model of the past<br>• Understand trends in marriage and how modern and traditional values differ<br>• Understand the situation regarding divorce<br>• Understand the religious history of Spain<br>• Discuss changes in the influence of the church<br>• Discuss the positive and/or negative influence of the Internet<br>• Discuss the positive and/or negative effect of smartphones<br>• Consider the type of influence social networks have on society<br>• Discuss women in the world of work<br>• Study the role of women at home<br>• Discuss male chauvinism<br>• Look at the role of feminism<br>• Understand and talk about changes to LGBT rights<br>• Discuss gay marriage in Spain and the Hispanic world<br>• Discuss the positive and/or negative influence singers and musicians have on people<br>• Discuss the positive and/or negative effect TV and cinema stars have in our society | **Discussion of:**<br>• Gender and equality<br>• Identity<br>• Love and relationships<br>• Sexual equality<br>• Importance of identity<br>• Impact of a civil war<br>• Importance of role models<br>• Diversity<br><br>**Cross curricular links**:<br>• **History** - The Spanish Civil War 1936 - 1939; The Spanish Dictatorship 1939 - 1975, Historical sites and civilisations<br>• **Art** - Art and architecture in Spain and Latin America<br>• **PSHCE** - discussing relationships and how relationships have changed over the years<br>• **Film Studies**: Film Techniques<br><br>**Links to following careers:**<br>• Diplomatic service officer<br>• Education consultant<br>• English as a foreign language |

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish

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| | | | | |
|---|---|---|---|---|
| | • Hispanic music<br><br>**Film –** El laberinto del fauno | **Skills:**<br>• Recognise cognates<br>• Know when to use accents<br>• Connect nouns with their corresponding verbs<br>• Write a summary based on a listening extract<br>• Use expressions giving pros and cons<br>• Use idiomatic expressions with impersonal verbs<br>• Improve your translation skills<br>• Listen for gist and for detail<br>• Recognise words ending in '-ity'<br>• Additional translation tips<br>• Use connectives to improve your written work<br>• Improve your translations into Spanish<br>• Use connectives and other expressions to improve your conversation style<br>• Check your written work<br>• Improve your listening skills<br>• Identify correct and incorrect sentences<br>• Fill in gaps in a text<br>• Use the internet to enhance your work<br>• Break down comprehension tasks<br>• Recognise irregular endings: nouns ending in *-ma* | • Consider the type of influence fashion models have on young people<br>• Describe and discuss Spanish customs and traditions<br>• Discuss similarities and differences in the gastronomy of Spain<br>• Consider the languages that are spoken in Spain and the issues surrounding them<br>• Understand civilisations that contributed to the cultural heritage of Spain<br>• Discuss the pre-Columbian heritage of Latin America<br>• Discuss Spanish and Latin American artists and the role of architecture in Spain<br>• Understand the diversity of Hispanic music and dance | teacher<br>• International aid/development worker<br>• Logistics and distribution manager |
| **Year 11** | **Theme 2: Popular culture**<br><br>**Unit 6: Celebrity culture**<br>• Describing Spanish-speaking celebrities<br>• Routes to fame, abilities and achievements<br>• Comparing lives before and after fame<br>• Celebrity influence and advantages/disadvantages of fame<br><br>**Unit 5: Customs, festivals and celebrations**<br>• Family traditions, celebrations and typical foods<br>• Past experiences and future festival plans<br><br>**Unit 4: Free-time activities** | **Grammar:**<br>• Present verbs, reflexives, ser and estar<br>• Adjective agreement, negatives and comparisons<br>• Present continuous and specified pronoun forms<br>• Preterite for completed events<br>• Imperfect for descriptions and habitual past actions<br>• Contrasting preterite and imperfect in celebrity accounts<br>• Perfect tense in media and recent experiences<br>• Near future, simple future and conditional forms<br>• Modal verbs and expressions for advice and obligation<br>• Imperatives for advice and environmental actions<br>• Questions, time markers and extended reasons<br>• Combining time frames in speaking and writing<br><br>**Higher development:**<br>• Extend prescribed verb paradigms across time frames<br>• Use indirect object pronouns and fuller pronoun constructions | • Describe a public figure's life, achievements and influence.<br>• Compare past and present circumstances.<br>• Discuss advantages and disadvantages of fame.<br>• Explain traditions and describe festival experiences.<br>• Discuss leisure preferences, habits, past activities and future plans.<br>• Explain food choices, health concerns and ways to improve wellbeing.<br>• Give advice and justify lifestyle decisions.<br>• Describe homes, towns and local facilities.<br>• Explain local and environmental problems.<br>• Discuss actions taken and future intentions.<br>• Make recommendations and compare possible solutions.<br>• Describe technology use and explain benefits and risks.<br>• Compare changes in technology over time.<br>• Retrieve earlier family, work, school and holiday | **Discussion of:**<br>• Hispanic public figures<br>• Traditions<br>• Media<br>• Lifestyles<br>• Environmental concerns<br><br>**Cross-curricular links:**<br>• **PSHE** - health and media influence<br>• **Science and Geography** - environment<br>• **English** - explanation and argument<br><br>**Links to the following careers:**<br>• Public relations officer<br>• Tour guide or travel consultant<br>• Journalist or media producer<br>• Sustainability officer or renewable |

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish

## Exam board - GCSE: AQA  Exam board – A-Level: AQA

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|---|---|---|---|---|
| | • Hobbies, sport, music, television and cinema<br>• Leisure habits, opinions and plans<br><br>**Theme 1: People and lifestyle**<br><br>**Unit 2: Healthy living and lifestyle**<br>• Food preferences, health, exercise and daily habits<br>• Advice, addictions and lifestyle choices<br><br>**Theme 3: Communication and the world around us**<br><br>**Unit 9: The environment and where people live**<br>• Homes, towns, local facilities and local issues<br>• Environmental concerns and sustainable habits<br>• Recent actions, recommendations and future intentions<br><br>**Unit 8: Media and technology**<br>• Devices, apps, social media and online safety<br>• Changes in technology and future possibilities<br>• Retrieve previous identity, education/work and holiday content | • Use specified passive constructions<br>• Use the specified present subjunctive forms and functions<br>• Develop accurate, complex linked responses<br><br>**Phonics:**<br>• Consolidate sound–spelling correspondences, word stress and intonation<br><br>**Skills:**<br>• Listening comprehension and dictation<br>• Role play and purposeful interaction<br>• Reading aloud with follow-up conversation<br>• Photo discussion and unprepared responses<br>• Reading comprehension, inference and translation<br>• Translation into Spanish with grammatical accuracy<br>• 90-word writing at both tiers<br>• Foundation 50-word writing and short grammar tasks<br>• Higher 150-word writing<br>• Target gaps through unit checks, mocks and feedback | language in new contexts.<br>• Use assessment feedback to improve accuracy, fluency and independence.<br>• Apply the vocabulary, grammar and task requirements of the appropriate GCSE tier. | energy engineer |
| **Year 10** | **Theme 1: People and lifestyle**<br><br>**Unit 1: Identity and relationships with others**<br>• Describing appearance, personality and family<br>• Friendships and family relationships<br>• Qualities of a good friend and ideal partner | **Grammar:**<br><br>• Articles, gender and noun plurals<br>• Adjective position and agreement<br>• Possessive adjectives and family descriptions<br>• Ser, estar and tener in context<br>• Regular and frequent irregular present verbs<br>• Reflexive verbs for relationships and routines<br>• Questions, question words and negatives<br>• Gustar-type verbs with nouns and infinitives | • Describe yourself and others, including character, appearance and relationships.<br>• Explain friendship and family experiences and justify views.<br>• Discuss different families and partnerships.<br>• Describe food preferences, daily habits and exercise.<br>• Explain health problems, healthy choices and lifestyle risks.<br>• Give advice and discuss recent or planned activities. | **Discussion of:**<br>• Family diversity<br>• Health and lifestyles<br>• Education<br>• Leisure and traditions in Spanish-speaking communities<br><br>**Cross-curricular links:**<br>• **PSHE** - health, careers education |

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish

## Exam board - GCSE: AQA  Exam board – A-Level: AQA

| | | | | |
|---|---|---|---|---|
| | • Different families and partnerships<br><br>**Unit 2: Healthy living and lifestyle**<br>• Food, drink and dietary preferences<br>• Health problems and advice<br>• Daily habits, exercise and healthy choices<br>• Risks, addictions and lifestyle challenges<br>• Recent activities and future intentions<br><br>**Unit 3: Education and work**<br>• School subjects, timetable, teachers and facilities<br>• Rules, uniform, problems and ideal school<br>• Primary school and post-16 choices<br>• Jobs, skills, ambitions and work experience<br><br>**Theme 2: Popular culture**<br><br>**Unit 4: Free-time activities**<br>• Hobbies, sport, television, cinema and music<br>• Leisure preferences, plans and past activities<br>• Advantages and disadvantages of activities<br><br>**Unit 5: Customs, festivals and celebrations**<br>• Family traditions and special occasions<br>• Celebrations in Spanish-speaking communities<br>• Food, customs and festival experiences | • Connectives, frequency and justified opinions<br>• Comparative structures and relevant superlatives<br>• Modal expressions for rules, advice and intentions<br>• Near future: ir a + infinitive<br>• Specified simple future and conditional forms<br>• Present continuous for ongoing activities<br>• Regular and specified irregular preterite forms<br>• Time expressions and combining time frames<br>• Pronouns and prepositions within taught contexts<br><br>**Higher development:**<br><br>• Extend verb paradigms and pronoun use in line with AQA Higher requirements<br>• Develop more complex comparisons and linked responses<br>• Apply grammar accurately in longer speaking and writing tasks<br><br>**Phonics:**<br><br>• Retrieve AQA sound–spelling correspondences, stress and intonation<br><br>**Skills:**<br><br>• Dictation and listening comprehension<br>• Role play and practical exchanges<br>• Reading aloud with follow-up conversation<br>• Photo discussion and unprepared responses<br>• Reading comprehension and inference<br>• Translation in both directions<br>• 90-word writing at both tiers<br>• 50-word writing and short grammar tasks at Foundation<br>• 150-word writing at Higher<br>• Use assessment feedback to improve accuracy and independence | • Explain views about school subjects, rules, uniform and teachers.<br>• Describe facilities, school experiences and an ideal school.<br>• Compare earlier schooling with current experiences.<br>• Discuss post-16 choices, jobs, skills and ambitions.<br>• Describe work experience and explain career preferences.<br>• Discuss leisure activities, sport and entertainment.<br>• Explain advantages and disadvantages and use different time frames.<br>• Describe customs and celebrations in your own life and Spanish-speaking communities.<br>• Give an account of a festival and explain future plans.<br>• Apply vocabulary and grammar independently in tasks appropriate to Foundation or Higher tier. | **Extracurricular activities:**<br>• Barcelona trip open to Year 10.<br><br>**Links to the following careers:**<br>• Public services interpreter<br>• International sales manager<br>• Tour guide or travel consultant<br>• Hotel manager or guest relations officer |

**Extracurricular activities** **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish

## Exam board - GCSE: AQA  Exam board – A-Level: AQA

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|---|---|---|---|---|
| | • Describing past celebrations and future plans | | | |
| **Year 9** | **Family and relationships**<br>• Revisiting family, appearance and personality<br>• Describing relationships with relatives and friends<br>• Explaining why people get on or disagree<br>• Qualities of a good friend<br>• Discussing an ideal partner<br><br>**House, town and clothes**<br>• Describing homes, rooms and locations<br>• Naming and describing local facilities<br>• Asking for and giving directions<br>• Comparing local areas and suggesting improvements<br>• Discussing activities and plans in a town<br>• Developing past and future time frames<br>• Naming clothes and describing colours and styles<br>• Giving opinions about clothing<br>• Shopping for clothes and explaining problems<br><br>**Media and celebrity culture**<br>• Television, films, music and entertainment<br>• Devices, apps and their purposes<br>• Social media habits and online safety<br>• Advantages and disadvantages of technology<br>• Describing Spanish-speaking public figures<br>• Discussing celebrity influence and fame<br>• Comparing past and present | **Grammar:**<br>• Consolidate ser, estar, tener and regular present verbs<br>• Adjective agreement, position, possessives and comparisons<br>• Reflexive verbs for relationships<br>• Frequency phrases and extended reasons<br>• Hay/no hay and prepositions for homes and towns<br>• Near future and selected preterite forms for local activities<br>• Time markers and combining time frames<br>• Llevar for clothing<br>• Demonstrative adjectives and direct object pronouns<br>• Questions and practical shopping phrases<br>• Para + infinitive to explain purpose<br>• Negatives and soler + infinitive<br>• Present continuous: estar + present participle<br>• Selected imperfect forms for descriptions before fame<br>• Conditional expressions for imagined situations<br><br>**Phonics:**<br>• Apply sound–spelling patterns, stress and intonation in longer texts<br><br>**Skills:**<br>• Justify and compare opinions<br>• Ask questions and give follow-up responses<br>• Use strategies to manage an exchange<br>• Read aloud clearly and understand unfamiliar words in context<br>• Translate, check accuracy and write with less support<br>• Develop responses across time frames | • Describe family members and friendships in greater detail.<br>• Explain why you get on with someone and justify your views.<br>• Discuss qualities of a good friend or partner respectfully.<br>• Describe and compare homes and towns.<br>• Exchange information about local facilities and directions.<br>• Discuss activities and plans using selected time frames.<br>• Describe clothing and explain preferences.<br>• Ask for an item of clothing or explain a shopping problem.<br>• Understand how pronouns avoid repetition.<br>• Describe media habits and explain the purpose of apps.<br>• Discuss benefits, risks and online safety.<br>• Describe a celebrity and explain their influence.<br>• Compare aspects of a person's past and present life.<br>• Use questions, reasons and follow-up responses to sustain an exchange.<br>• Develop independence when reading, translating and writing. | **Discussion of:**<br>• Diverse families and communities, Clothing and shopping in the Hispanic world<br>• Spanish-speaking media figures and celebrities<br><br>**Cross-curricular links:**<br>• **PSHE** - relationships and online safety<br>• **Geography** - local areas<br><br>**Extracurricular activities:**<br>• Barcelona trip open to Year 9.<br><br>**Links to the following careers:**<br>• Customer service adviser<br>• Retail sales assistant<br>• Journalist or media producer<br>• Tour guide or travel consultant |

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish

## Exam board - GCSE: AQA  Exam board – A-Level: AQA

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|---|---|---|---|---|
| | experiences | | | |
| **Year 8** | **School**<br>• Subjects and justified opinions<br>• Describing teachers and facilities<br>• Timetables, time and the school day<br>• Classroom rules and expectations<br>• Comparing aspects of school life<br><br>**House and town**<br>• Saying where you live and describing the location<br>• Types of homes and rooms<br>• Describing and comparing homes<br>• Places and facilities in a town<br>• Saying where places are<br>• Asking for and giving directions<br>• Describing where you go and weekend plans<br>• Comparing town and countryside<br>• Identifying local problems and suggesting improvements<br><br>**Holidays**<br>• Destinations, countries and transport<br>• Weather and seasons<br>• Describing holiday activities and preferences<br>• Saying what you want to do<br>• Giving an account of a past holiday<br>• Describing future holiday plans<br>• Combining present, past and future meaning | **Grammar:**<br>• Retrieve articles, plurals, adjective agreement and possessives<br>• Consolidate regular and frequent irregular present verbs<br>• Gustar with singular/plural nouns and infinitives<br>• Vivir in the present tense<br>• Ser for description and estar for location<br>• Hay/no hay with singular and plural nouns<br>• Prepositions of place and location<br>• Ir, a/al and phrases for places and transport<br>• Comparisons: más/menos… que and tan… como<br>• Familiar direction commands<br>• Ir a + infinitive for future plans<br>• Querer + infinitive for intended activities<br>• Selected phrases with se puede, hay que and tener que<br>• Regular preterite and frequent irregular forms for holidays<br>• Time markers distinguishing present, past and future<br><br>**Phonics:**<br>• Revisit c/g, j, r/rr, ll and stressed vowels<br>• Pronounce and distinguish present and past endings<br><br>**Skills:**<br>• Ask for information and give directions<br>• Understand detailed descriptions and accounts<br>• Combine present, past and future meaning<br>• Give justified opinions and compare places<br>• Translate and check verb forms<br>• Develop extended writing and more independent speaking | • Give and justify opinions about school subjects and teachers.<br>• Describe facilities, rules and aspects of the school day.<br>• Use previous learning with greater accuracy and independence.<br>• Describe where you live, your home and its rooms.<br>• Explain where places are using location phrases.<br>• Compare homes and local areas.<br>• Ask for directions and respond to simple directions.<br>• Explain where you go and what you plan to do.<br>• Identify local problems and suggest improvements.<br>• Describe a holiday destination, transport and weather.<br>• Explain holiday preferences and intended activities.<br>• Give a short account of what happened on holiday.<br>• Describe future plans.<br>• Distinguish completed events from present activities and future intentions.<br>• Adapt familiar vocabulary and verb forms to a different context. | **Discussion of:**<br>• Spanish school life,<br>• Housing and plazas in Spanish-speaking communities<br>• Selected Hispanic destinations and travel experiences<br><br>**Cross-curricular links:**<br>• **Geography -** settlement, maps and tourism<br>• **Maths** – time and distance<br>• **English** - tense and sentence construction<br><br>**Links to the following careers:**<br>• Tourist information officer<br>• Passenger services adviser<br>• Hotel receptionist |

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish

## Exam board - GCSE: AQA  Exam board – A-Level: AQA

| | | | | |
|---|---|---|---|---|
| **Year 7** | **Me, My family & Friends**<br>● Understanding classroom instructions and making basic requests<br>● Greetings, pleasantries and saying how you feel<br>● Introducing yourself and spelling your name<br>● Alphabet and key sound–spelling patterns<br>● Numbers, age, days, months and birthdays<br>● Family members and different family structures<br>● Describing siblings and relatives<br>● Pets, colours and adjective agreement<br>● Describing appearance and personality<br><br>**School**<br>● Naming subjects and giving justified opinions<br>● Describing teachers<br>● Understanding and describing a timetable<br>● Telling the time<br>● Describing facilities and what there is or is not<br>● Discussing classroom expectations and school rules<br><br>**Free time**<br>● Expressing likes and dislikes about activities<br>● Describing what you and others do<br>● Sport, weather and seasonal activities<br>● Music, instruments and frequency<br>● Comparing preferences and explaining reasons | **Grammar:**<br>• Definite and indefinite articles: el, la, los, las; un, una, unos, unas<br>• Noun gender and plural formation<br>• Adjective position and agreement for gender and number<br>• Possessives: mi, tu, su; mis, tus, sus<br>• Present forms of ser, estar, tener and llamarse<br>• Hay and no hay to describe what there is<br>• Regular present-tense verb endings<br>• Gustar-type expressions with nouns and infinitives<br>• Present forms of hacer and jugar<br>• Questions and familiar question words<br>• Negatives, connectives and reasons with porque<br>• Frequency phrases and comparisons with más/menos… que<br>• Time expressions and classroom commands<br>• Familiar modal phrases for school rules<br><br>**Phonics:**<br>• Spanish vowels, written accents and word stress<br>• ll, ñ, silent h, j, r/rr and c/g combinations<br>• Question intonation and clear pronunciation<br><br>**Skills:**<br>• Read aloud and spell familiar words<br>• Listen and read for gist and detail<br>• Ask and answer familiar questions<br>• Build, extend and check sentences<br>• Translate familiar phrases accurately<br>• Use vocabulary resources with increasing independence | • Understand and follow familiar classroom instructions.<br>• Ask for equipment or help using familiar Spanish.<br>• Greet others, introduce yourself and ask how they are.<br>• Spell names and understand spoken letters.<br>• Give your age and birthday and understand these details about others.<br>• Describe family members, pets, appearance and personality.<br>• Recognise how gender, number and adjective agreement affect descriptions.<br>• Name school subjects and explain preferences.<br>• Describe teachers and understand a simple timetable.<br>• Tell the time and describe facilities.<br>• Understand familiar rules and expectations.<br>• Ask and answer questions about hobbies and sport.<br>• Explain what you do in different weather.<br>• Talk about music and how often you do activities.<br>• Use familiar structures to create your own descriptions and opinions. | **Discussion of:**<br>• Spanish-speaking countries<br>• Names and family customs<br>• School life in Spain<br>• Hispanic music and sport<br><br>**Cross-curricular links:**<br>• **English** - grammar<br>• **Maths** - numbers and time, geography through countries<br><br>**Links to the following careers:**<br>• Hotel receptionist<br>• Tourist information officer<br>• Customer service adviser<br>• Visitor services assistant |

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish

## Exam board - GCSE: AQA  Exam board – A-Level: AQA

**At The Elizabethan Academy we offer a curriculum that:**

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish
## Exam board - GCSE: AQA  Exam board – A-Level: AQA

| | Year 7 | | | | | |
|---|---|---|---|---|---|---|
| | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Knowledge, Skills and Understanding**  | • Classroom instructions and requests<br>• Greetings and saying how you feel<br>• Introducing yourself and spelling names<br>• Numbers, age, days, months and birthdays<br>• Articles, noun gender and familiar present forms | • Family members and relationships<br>• Describing siblings and pets<br>• Colours, appearance and personality<br>• Numbers to 100<br>• Plurals, possessives and adjective agreement | • Naming school subjects<br>• Giving and justifying opinions<br>• Describing teachers<br>• Understanding a timetable and telling the time<br>• Present verbs and questions | • Describing facilities<br>• Saying what there is and is not<br>• Discussing school rules<br>• Comparing aspects of school life<br>• Using familiar classroom Spanish | • Describing hobbies and sports<br>• Saying what you and others do<br>• Talking about weather<br>• Explaining preferences with reasons<br>• Using gustar, hacer and jugar | • Music and instruments<br>• Frequency of free-time activities<br>• Comparing interests<br>• Asking and answering questions<br>• Consolidating Year 7 vocabulary, grammar and phonics |
|   | Half term 1 – Baseline assessment<br>Half term 2 – Listening and dictation | | Half term 3 – Reading and listening<br>Half term 4 – Grammar and translation | | Half term 5 – Reading aloud<br>Half term 6 – End-of-year assessment | |
|  **Embed your knowledge** | Use the vocabulary booklet and fortnightly vocabulary homework. Revisit earlier language through retrieval; practise pronunciation and respond to feedback. | | Use the vocabulary booklet and fortnightly vocabulary homework. Revisit earlier language through retrieval; practise pronunciation and respond to feedback. | | Use the vocabulary booklet and fortnightly vocabulary homework. Revisit earlier language through retrieval; practise pronunciation and respond to feedback. | |
| Extend your learning  | Choose a Spanish-speaking country, school, sportsperson or musician and use familiar Spanish to share facts or preferences. | | | | | |

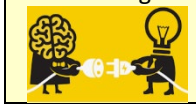
**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish
## Exam board - GCSE: AQA  Exam board – A-Level: AQA

| | Year 8 | | | | | |
|---|---|---|---|---|---|---|
| | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Knowledge, Skills and Understanding**  | • School subjects and opinions<br>• Describing teachers<br>• School timetable and time<br>• Revisiting present verbs and adjective agreement | • School facilities and rules<br>• Comparing school experiences<br>• Extending reasons and questions<br>• Consolidating school vocabulary and grammar | • Describing where you live<br>• Types of home and rooms<br>• Comparing homes<br>• Naming town facilities<br>• Using ser, estar, hay and location phrases | • Asking for and giving directions<br>• Describing where you go<br>• Weekend plans using the near future<br>• Town/countryside comparisons<br>• Local problems and recommendations | • Holiday destinations and transport<br>• Weather and activities<br>• Explaining holiday preferences<br>• Giving an account of past activities<br>• Introducing/revisiting preterite forms | • Future holiday plans<br>• Combining present, past and future meaning<br>• Extending an account with reasons<br>• Consolidating vocabulary and grammar<br>• Preparing for the end-of-year assessment |
|   | Half term 1 – Writing<br>Half term 2 – Reading and listening | | Half term 3 – Speaking<br>Half term 4 – Translation and grammar | | Half term 5 – 50-word writing<br>Half term 6 – End-of-year assessment | |
|  **Embed your knowledge** | Use the vocabulary booklet and fortnightly vocabulary homework. Retrieve Year 7 foundations; practise directions and verb forms; improve work after feedback. | | Use the vocabulary booklet and fortnightly vocabulary homework. Retrieve Year 7 foundations; practise directions and verb forms; improve work after feedback. | | Use the vocabulary booklet and fortnightly vocabulary homework. Retrieve Year 7 foundations; practise directions and verb forms; improve work after feedback. | |
| Extend your learning  | Compare a home, town or destination in a Spanish-speaking country with your local area. Use familiar Spanish to plan a short visit. | | | | | |

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish
## Exam board - GCSE: AQA  Exam board – A-Level: AQA

| | Year 9 | | | | | |
|---|---|---|---|---|---|---|
| | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Knowledge, Skills and Understanding**  | • Family, appearance and personality<br>• Relationships with family and friends<br>• Qualities of a good friend<br>• Reflexive relationship verbs and reasons | • Getting on with others<br>• Discussing an ideal partner<br>• Comparing viewpoints<br>• Extending questions and responses | • Homes, rooms and location<br>• Town facilities and directions<br>• Comparisons and local issues<br>• Present descriptions and selected past/future forms | • Clothes, styles and opinions<br>• Shopping and explaining problems<br>• Plans and local activities<br>• Demonstratives and object pronouns<br>• Combining time frames | • TV, films, music and entertainment<br>• Devices and apps<br>• Purpose using para + infinitive<br>• Media habits and social media<br>• Online safety and justified opinions | • Spanish-speaking celebrities<br>• Celebrity influence and fame<br>• Comparing past and present circumstances<br>• Selected imperfect and conditional expressions<br>• Consolidation and end-of-year assessment |
|   | Half term 1 – Reading aloud<br>Half term 2 – Listening and reading | | Half term 3 – Writing<br>Half term 4 – Translation and grammar | | Half term 5 – Listening and reading<br>Half term 6 – End-of-year assessment | |
|  **Embed your knowledge** | Use the vocabulary booklet and fortnightly vocabulary homework. Retrieve earlier grammar; practise reading aloud and adapting model responses; act on feedback. | | Use the vocabulary booklet and fortnightly vocabulary homework. Retrieve earlier grammar; practise reading aloud and adapting model responses; act on feedback. | | Use the vocabulary booklet and fortnightly vocabulary homework. Retrieve earlier grammar; practise reading aloud and adapting model responses; act on feedback. | |
| Extend your learning  | Explore a Spanish-speaking celebrity or a place in Barcelona. Present a short account using familiar language and compare information from two sources. | | | | | |

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish
## Exam board - GCSE: AQA  Exam board – A-Level: AQA

| | Year 10 | | | | | |
|---|---|---|---|---|---|---|
| | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Knowledge, Skills and Understanding**  | **Unit 1: Identity and relationships with others**<br>• Appearance, personality and family<br>• Friendships and relationships<br>• Different families and partnerships<br>• Present verbs, adjectives, reflexives and possessives | • Complete Unit 1<br><br>**Unit 2: Healthy living and lifestyle**<br>• Food, drink, daily habits and exercise<br>• Health problems and advice<br>• Negatives, modals and future intentions | • Complete Unit 2<br><br>**Unit 3: Education and work**<br>• School rules, facilities and experiences<br>• Post-16 choices, jobs and ambitions<br>• Comparisons, questions and future forms | • Complete Unit 3<br>• Work experience and ideal school/job<br>• Retrieve and consolidate Theme 1<br>• Translation, comprehension and speaking practice<br>• Tier-appropriate grammatical development | **Unit 4: Free-time activities**<br>• Hobbies, sport, TV, cinema and music<br>• Preferences, advantages and disadvantages<br>• Past leisure activities and future plans<br>• Preterite forms and present continuous | • Complete Unit 4<br><br>**Unit 5: Customs, festivals and celebrations**<br>• Family traditions and special occasions<br>• Past festival experiences and future plans<br>• Revision and first mock examinations |
|   | Half term 1 – Role play<br>Half term 2 – Listening and reading | | Half term 3 – 90-word writing<br>Half term 4 – Speaking role play and reading aloud | | Half term 5 – Reading and listening<br>Half term 6 – First round of mock examinations | |
|  **Embed your knowledge** | Weekly vocabulary learning and Kerboodle practice. Retrieve grammar across topics and complete development tasks after assessments. | | Weekly vocabulary learning and Kerboodle practice. Retrieve grammar across topics and complete development tasks after assessments. | | Weekly vocabulary learning and Kerboodle practice. Retrieve grammar across topics and complete development tasks after assessments. | |
| Extend your learning  | Use selected Spanish-language material about health, education, leisure or festivals. Practise describing, comparing and justifying views at your tier. | | | | | |

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish
## Exam board - GCSE: AQA  Exam board – A-Level: AQA

| | Year 11 | | | | | |
|---|---|---|---|---|---|---|
| | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Knowledge, Skills and Understanding**  | **Unit 6: Celebrity culture**<br>• Routes to fame and achievements<br>• Comparing past and present lives<br>• Influence and advantages/disadvantages of fame | **Unit 5: Customs, festivals and celebrations**<br>• Traditions, typical foods and special occasions<br>• Past experiences and future plans<br>• Retrieve previously taught festival language<br><br>**Unit 4: Free-time activities**<br>• Hobbies, sport and entertainment<br>• Leisure habits, past activities and plans | **Unit 2: Healthy living food, exercise and habits**<br><br>**Unit 9: homes, towns and environment**<br>• Local problems, sustainable actions and recommendations | **Consolidate/complete Unit 8: media, apps and online safety**<br><br>**Revision:**<br>• Targeted revision across Themes 1–3<br>• Speaking preparation and final exam-skill practice<br>• Vocabulary and grammar gap-filling | **Revision:**<br>• Targeted revision across Themes 1–3<br>• Speaking preparation and final exam-skill practice<br>• Vocabulary and grammar gap-filling<br>• GCSE speaking examination<br>• Revision as required<br>• GCSE listening, reading and writing examinations | **Revision:**<br>• Revision as required<br>• GCSE listening, reading and writing examinations |
|   | Half term 1 – Speaking mock examination; unit exam-skill practice<br>Half term 2 – Autumn mock examinations; unit exam-skill practice | | Half term 3 – Mini exam-skills check; unit exam-skill practice<br>Half term 4 – February mock examinations; unit exam-skill practice | | Half term 5 – GCSE speaking examination and final preparation<br>Half term 6 – GCSE listening, reading and writing examinations | |
|  **Embed your knowledge** | Regular vocabulary practice, cumulative grammar retrieval and Kerboodle revision. Use mock feedback to target gaps and practise all components at the entry tier. | | Regular vocabulary practice, cumulative grammar retrieval and Kerboodle revision. Use mock feedback to target gaps and practise all components at the entry tier. | | Regular vocabulary practice, cumulative grammar retrieval and Kerboodle revision. Use mock feedback to target gaps and practise all components at the entry tier. | |
| Extend your learning  | Read or listen to a short Spanish-language item linked to a current topic. Summarise its message and explain your view using accurate familiar language. | | | | | |

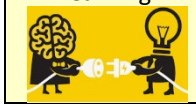
**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish
## Exam board - GCSE: AQA  Exam board – A-Level: AQA

| | Year 12 | | | | | |
|---|---|---|---|---|---|---|
| | **Half term 1** | **Half term 2** | **Half term 3** | **Half term 4** | **Half term 5** | **Half term 6** |
| **Knowledge, Skills and Understanding**  | • El laberinto del fauno (film)<br>• Changing family<br>• Attitudes towards marriage and divorce<br>• Influence of the church<br>• Imperfect & imperfect continuous<br>• Preterite<br>• Preterite and imperfect tenses together | • El laberinto del fauno (film)<br>• Influence of the church<br>• Influence of the internet<br>• Effects of smartphones<br>• Influence social networks have on society<br>• Stimulus card<br>• Revision for assessment 1<br>• Present and present continuous<br>• Comparatives and superlatives<br>• Future and conditional | • Influence social networks have on society<br>• Women in the world of work<br>• Male chauvinism | • LGBT rights<br>• Singers and musicians<br>• TV and cinema stars<br>• Future perfect and conditional perfect<br>• Revision for assessment 3<br>• Indirect object pronouns<br>• Passive voice | • TV and cinema stars<br>• Models<br>• Spanish customs & traditions<br>• Gastronomy of Spain<br>• Direct object pronouns<br>• Revision for assessment 4<br>• Present subjunctive<br>• Perfect subjunctive | • Languages spoken in Spain<br>• Historical sites and prehispanic civilisations<br>• Art and Architecture<br>• Hispanic music and dance<br>• Revision for assessment 5<br>• Revision of subjunctive<br>• Demonstrative and possessive adjectives |
|   | Half term 1 – Baseline grammar/writing; speaking assessment<br>Half term 2 – Listening, reading and writing | | Half term 3 – Speaking assessment<br>Half term 4 – Listening, reading and writing | | Half term 5 – Speaking assessment<br>Half term 6 – Listening, reading and writing | |
|  **Embed your knowledge** | Regular vocabulary and grammar learning using the knowledge organiser and Kerboodle; summaries, translations, film essays and cultural research; improve responses after feedback. | | | | | |
| Extend your learning  | Read and listen to authentic material from Spanish-speaking countries. Research a theme example and practise supporting an interpretation with specific evidence. | | | | | |

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**

# CIM - Curriculum Intent Map - Spanish
## Exam board - GCSE: AQA  Exam board – A-Level: AQA

<table>
<tr><th></th><th colspan="6">Year 13</th></tr>
<tr><th></th><th>Half term 1</th><th>Half term 2</th><th>Half term 3</th><th>Half term 4</th><th>Half term 5</th><th>Half term 6</th></tr>
<tr><td>Knowledge, Skills and Understanding<br></td><td><ul><li>La casa de Bernarda Alba (literary text)</li><li>The benefits and drawbacks of immigration</li><li>Immigration in the Spanish-speaking world</li><li>Challenges faced by undocumented migrants</li><li>Racist and xenophobic attitudes</li></ul></td><td><ul><li>La casa de Bernarda Alba (literary text)</li><li>Measures to combat racism</li><li>Anti-racism legislation</li><li>The coexistence of cultures</li><li>Education</li><li>Religions</li></ul></td><td><ul><li>Young people's attitudes towards politics</li><li>Youth unemployment</li><li>Young people's ideal society</li><li>Franco's dictatorship</li><li>The evolution of the Spanish monarchy</li></ul></td><td><ul><li>Latin American dictators</li><li>The effectiveness of demonstrations and strikes</li><li>The power of trade unions</li><li>Examples of social protest</li></ul></td><td>Revision</td><td>A-level written examinations</td></tr>
<tr><td></td><td colspan="2">Half term 1 – Baseline grammar assessment<br>Half term 2 – Mock listening, reading and writing</td><td colspan="2">Half term 3 – Mock listening, reading and writing<br>Half term 4 – Mock speaking examination</td><td colspan="2">Half term 5 – A-level speaking examination<br>Half term 6 – A-level written examinations</td></tr>
<tr><td><br>Embed your knowledge</td><td colspan="6">Knowledge organiser and Kerboodle vocabulary and grammar; literature and film essays; summaries and translations; IRP research and speaking practice; respond to feedback.<br>Work on Independent Research Project – independent research and preparation as part of speaking exam.</td></tr>
<tr><td>Extend your learning<br></td><td colspan="6">Compare authentic accounts of a social or political issue. Evaluate sources and connect evidence to literature, film or the independently chosen research topic.</td></tr>
</table>

**Extracurricular activities**  **Careers links**  **Curriculum links**  **Threshold topics (bold)**  **PSHE, PD and cultural capital links**