

<b>KS2</b>	<b>Vocabulary and Opinions</b>	<b>Manipulating Language</b>	<b>Accuracy in Grammar and Spelling</b>	
<b>KS3</b>	<b>Vocabulary and Opinions</b>	<b>Manipulating Language</b>	<b>Accuracy in Grammar and Spelling</b>	<b>Time Frames</b>

### Spanish Progression Model - Year 7

<p><b>Module Title:</b> <b>Myself, Family and Friends</b></p>	<p><b>Module Title:</b> <b>My School and Work</b></p>	<p><b>Module Title:</b> <b>Customs, Traditions and Parties</b></p>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils coming from primary schools who may never have studied Spanish and need a basic introduction.</li> <li>To allow pupils to begin to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure pupils become familiar with basic yet high frequency verb formations.</li> <li>To learn basic classroom vocabulary, allowing students to speak in target language from an early stage, and understand basic instructions from the teacher.</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To exchange basic information on the themes of school and work, which are topics containing many cognates making them ideal topics for new learners.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To exchange basic information on the themes of food, a sub-topic containing many cognates. This is a useful topic for students who will have the opportunity to visit the country.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To introduce life in Spain and familiarise pupils about Hispanic culture.</li> <li>To revisit the topic of school and develop further by considering uniform and other clothes as well as eating habits in the school day.</li> </ul>
<p><b>Key Content to be learned:</b></p> <p>Greetings; personal information – name, age, birthday, numbers 1- 31; dates; days of week; Spanish alphabet; classroom language- asking permission / help; classroom items. Countries and capitals; nationality; address; family &amp; pets; personal description; character description.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Understand basic classroom commands.</li> <li>Greet and take leave of someone.</li> <li>Give and request simple personal information.</li> <li>Ask for and give spellings.</li> <li>Say the alphabet in Spanish.</li> <li>Begin to identify the phonics... ll / a / o / r / rr / b / v / u.</li> <li>Recognise and count numbers 1-31.</li> <li>Identify and ask for classroom objects, using correct indefinite article and various positive / negative phrases.</li> <li>Start to use a dictionary to find out the meaning / gender of words they do not know.</li> <li>Give a short presentation about themselves, joining sentences together with connectives.</li> <li>Be able to state country they live in and their nationality.</li> </ul>	<p><b>Key content to be learned:</b></p> <p>School subjects; likes / dislikes and simple opinions; time; describing school timetable; describing school; modes of transport and saying how you get to school; talking about mealtimes and what you eat. Jobs / payment / opinion; weekend work and opinions; job opportunities; advantages / disadvantages of jobs; personal qualities - suitability of jobs. Domestic chores – done by self and others.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Begin to identify the phonics... j / ge / gi / i / e / ce / ci / z / ñ.</li> <li>Exchange information about how to get to school, school timetable, using days of the week and times.</li> <li>Express likes / dislikes with regard to school subjects and give simple reasons why.</li> <li>Understand others speaking / writing about their preferences.</li> <li>Be able to tell the time and say at what time they have lessons.</li> <li>Understand written / spoken descriptions of the school.</li> <li>Increase knowledge of classroom commands.</li> <li>Further develop reading skills.</li> <li>Give and request information on activities in school.</li> </ul>	<p><b>Key Content to be learned:</b></p> <p>Drink and snack vocabulary; ordering food / drinks in café; numbers to 5000; healthy diet; meal times – talking about meals; parts of body; saying how you feel; illnesses and remedies – in the chemists; Spanish fiestas; buying food for party – more food vocab, measures. Clothes – vocabulary items, materials, style, opinions and reasons. Buying clothes – sizes, prices, asking for alternatives. Describing school uniform - opinions; ideal school uniform.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Begin to identify the phonics... ca / co / cu / k / qu / b / v / ga / go / gu / d.</li> <li>Express feelings – hunger / thirst etc.</li> <li>Order food / drink in café.</li> <li>Recite numbers from 100 – 5000.</li> <li>Ask for the bill / question it.</li> <li>Exchange information about meal times / routine / healthy eating / The body – health problems – symptoms and remedies.</li> <li>Give simple opinions about food they like/dislike and reasons why.</li> <li>Exchange information about buying clothes.</li> <li>Ask for different sizes.</li> <li>Give opinions.</li> </ul>

<ul style="list-style-type: none"> <li>• Understand physical and character descriptions of self and others.</li> <li>• Be able to speak and write about family, friends and pets.</li> <li>• Understand and respond to descriptions of family members</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>• Present Tense for some irregular verbs – Tener / Ser.</li> <li>• Classroom instructions and request for permission.</li> <li>• Question words.</li> <li>• Indefinite articles.</li> <li>• Pronunciation rules.</li> <li>• Plurals.</li> <li>• First and third person singular and third person plural of regular verbs</li> <li>• Possessive adjectives</li> <li>• Key irregular verbs relating to this topic</li> <li>• Definite article</li> <li>• Agreement of adjectives</li> <li>• Intensifiers</li> <li>• Numbers 1-100</li> <li>• Grammar relating to nouns</li> <li>• Simple subordinate clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange information about travel to place of work: times, means of transport, duration of journey.</li> <li>• Make a phone call and ask to speak to someone.</li> <li>• Leave a phone message: name, tel. no., time to call back.</li> <li>• Exchange information about weekend jobs.</li> <li>• Exchange information / opinions about advantages and disadvantages of different jobs; wages, conditions, prospects.</li> <li>• Exchange information about household chores.</li> <li>• Exchange information about pocket money.</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>• Expressing likes, dislikes and preferences- impersonal verbs</li> <li>• Adjective agreement</li> <li>• Using connectives</li> <li>• Key regular irregular present tense verbs in this topic</li> <li>• Adverbs of frequency</li> <li>• Asking questions</li> <li>• Immediate future.</li> <li>• Conditional tense – preference verbs.</li> <li>• Key verbs using the present tense to refer to the future time frame (e.g. I intend to +infinitive)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare sizes / prices.</li> <li>• Ask prices.</li> <li>• Describe uniform.</li> <li>• Exchange information about Spanish fiestas.</li> <li>• Revision of personal information in context of meeting people at a party.</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>• Direct object pronouns with things</li> <li>• Expressions of quantity</li> <li>• Disjunctive pronoun with preposition</li> <li>• Parts of the body</li> <li>• Impersonal verbs</li> <li>• Modal verbs- giving advice</li> <li>• Adverbs of frequency</li> <li>• Using connectives</li> <li>• Agreement of adjectives.</li> <li>• Possessive adjectives.</li> <li>• Demonstrative adjectives and pronouns.</li> <li>• Present Tense</li> <li>• Question Words.</li> </ul>
<p><b>Formative/Summative Assessments for this module:</b>  <b>Module 1 Myself, family and friends- Greetings &amp; Introductions</b></p> <ul style="list-style-type: none"> <li>• Formative/Summative Assessment 1- Listening, Reading and Translation</li> <li>• Formative/Summative Assessment 2- Speaking</li> <li>• Formative/Summative Assessment 3- Writing</li> </ul>	<p><b>Formative/Summative Assessments for this module:</b>  <b>Module 1 Myself, Family &amp; friends/Module 2 School and Work</b></p> <ul style="list-style-type: none"> <li>• Formative/Summative Assessment 1- Listening and Reading</li> <li>• Formative/Summative Assessment 2- Translation</li> <li>• Formative/Summative Assessment 3- Writing</li> </ul>	<p><b>Formative/Summative Assessments for this module:</b>  <b>Module 1 Myself, Family &amp; friends/Module 2 School and Work/Module 3 Customs, Traditions and Parties</b></p> <ul style="list-style-type: none"> <li>• Formative/Summative Assessment 1- Listening, Reading and Translation</li> <li>• Formative/Summative Assessment 2- Speaking</li> <li>• Formative/Summative Assessment 3- Writing</li> </ul>

## Spanish Progression Model - Year 8

<b>Module Title: My Home &amp; Local Environment</b>	<b>Module Title: My Environment and Free Time</b>	<b>Module Title: Free time and Travel</b>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To enable pupils to exchange information about their home and local area. This develops and extends from the Y7 topics i.e. description and giving personal information.</li> <li>To introduce comparatives which are useful to add detail and complexity to their writing and speaking.</li> <li>To increase their knowledge of Spain and Spanish speaking countries.</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To enable pupils to exchange information about Free Time activities and to deepen their description of their own environment.</li> <li>To allow pupils the opportunity to become confident using modal verbs.</li> <li>To practise using the conditional and future tenses.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To enable pupils to exchange information about Free Time activities, building on what they have seen in previous modules.</li> <li>To develop the 3 time frames. Free Time is an ideal topic to study and practise tenses as the vocabulary is relatively simple, contains lots of cognates and builds on previous themes.</li> </ul>
<p><b>Key Content to be learned:</b></p> <p>Present tense – regular verbs; types of dwellings; rooms of house (in and out); description of own house and opinions; names of rooms; describing bedroom. Prepositions – saying where things are. Daily routine – reflexive verbs – of self and others – a.m. and p.m. Places in centre; points of compass; saying where you’re going; saying where things are; describing town and local area; talking about the weather and seasons.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... a / e / u / ñ / ce / ci / z / i / d / o / ll / ca / co / cu / k / qu / d.</li> <li>Exchange information about different houses</li> <li>Describe rooms – particularly the bedroom.</li> <li>Learn the present tense for regular verbs.</li> <li>Describe where things are in the house.</li> <li>Exchange information about daily routine.</li> <li>Ask and say where things are.</li> <li>Describe a town or city.</li> <li>Describe the weather during various seasons.</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Opinions</li> <li>Irregular verbs key to this topic.</li> <li>Prepositions.</li> <li>Question words.</li> <li>Reflexive verbs.</li> <li>Conditional Tense of preference words</li> <li>Immediate future.</li> <li>Conditional.</li> </ul>	<p><b>Key content to be learned:</b></p> <p>Asking for help; asking for various items; revision of finding the way – directions; question words and asking questions. Problems facing the environment; finding way – directions. Sports; saying what sports you and others do / don’t do; other free time activities – use of regular and some irregular verbs; saying what you are going to do; household chores; future and immediate future.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... a / e / u / ñ / ce / ci / z / i / d / o / ll / ca / co / cu / k / qu / d. J / gi / gi / ga / go / gu / r / rr.</li> <li>Understand others speak about their hobbies and describe their free time activities in both speaking and writing activities.</li> <li>Say what they want to do and are going to do.</li> <li>Say what they enjoy doing and why.</li> <li>Exchange information about plans for the weekend.</li> <li>Understand directions given in Spanish.</li> <li>Exchange information in the tourist office.</li> <li>Discuss problems facing the environment.</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Preference words in present and future + infinitive</li> <li>Present continuous tense</li> <li>Modal verbs</li> <li>Interjections</li> <li>Subject pronouns</li> <li>Immediate future</li> <li>Directions- imperative</li> </ul>	<p><b>Key Content to be learned:</b></p> <p>T.V. programmes and types of films; types of music; arranging to meet. Invitations – asking friends to come and stay; telephone calls; places in station – vocab and consolidation of prepositions; reading train timetables – 24 hr. Clock; buying tickets; asking for travel information. Grammar- in depth exploration of present, past and future tenses.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... J / gi / gi / ga / go / gu / r / rr Ch / u / i / b / v / d / r.-</li> <li>Invite others to do an activity with them.</li> <li>Arrange to meet.</li> <li>Make a phone call to invite a friend to stay / go on holiday, including details of destination, time, how to travel.</li> <li>Buy tickets to travel buy train.</li> <li>Arrange dates &amp; times to meet.</li> <li>Exchange information at the train station</li> <li>Use present tense</li> <li>Use past tense- preterite and some imperfect</li> <li>Use future tenses- including conditional</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Conditional of impersonal verbs</li> <li>Prepositions</li> <li>Modal verbs</li> <li>Impersonal verbs</li> <li>Adjective agreement</li> <li>Present tense</li> <li>Revision of question words.</li> <li>Imperatives – revision.</li> <li>Comparatives</li> </ul>

<ul style="list-style-type: none"> <li>● Revision of question words.</li> <li>● Comparatives – revision.</li> <li>● Past tenses</li> <li>● Present tense</li> <li>● Subordinate clauses</li> </ul>	<ul style="list-style-type: none"> <li>● Quiero + infinitive</li> <li>● Adverbs of frequency</li> <li>● Present tense- irregular and regular key verbs</li> <li>● Impersonal verbs</li> <li>● Conditional tense</li> </ul>	<ul style="list-style-type: none"> <li>● Past tenses</li> <li>● Immediate future</li> </ul>
<p><b><u>Formative/Summative Assessments for this module:</u></b>  <b>Building on Y7 M1-3/ Module 1-My Home and local environment</b></p> <ul style="list-style-type: none"> <li>● Formative/Summative Assessment 1- Listening, Reading and Translation</li> <li>● Formative/Summative Assessment 2- Speaking</li> <li>● Formative/Summative Assessment 3- Writing</li> </ul>	<p><b><u>Formative/Summative Assessments for this module:</u></b>  <b>Building on Y7 M1-3/ Module 1-My Home and local environment/Module 2- My Environment and Free Time</b></p> <ul style="list-style-type: none"> <li>● Formative/Summative Assessment 1- Listening and Reading</li> <li>● Formative/Summative Assessment 2- Speaking</li> <li>● Formative/Summative Assessment 3- Writing</li> </ul>	<p><b><u>Formative/Summative Assessments for this module:</u></b>  <b>Building on Y7 M1-3/ Module 1-My Home and local environment /Module 2- My Environment and Free Time/Module 3- Free Time and Travel</b></p> <ul style="list-style-type: none"> <li>● Formative/Summative Assessment 1- Listening, Reading and Translation</li> <li>● Formative/Summative Assessment 2- Speaking</li> <li>● Formative/Summative Assessment 3- Writing</li> </ul>

## Spanish Progression Model - Year 9

<b>Module Title:</b> <b>Travel and tourism</b>	<b>Module Title:</b> <b>Encanto</b>	<b>Module Title:</b> <b>Coco</b>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent transition topic as pupils start to develop linguistic range at a higher level than Y7 and Y8 through familiar vocabulary and language in a new context.</li> <li>To secure and master the present tense before consolidating past and future tenses.</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves and others in the target language.</li> <li>To allow opportunities to revisit and consolidate key grammatical structures and skills.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure.</li> <li>To secure and master the present tense.</li> <li>To revise and expand upon imperfect tense in personal description.</li> <li>To develop the third tense (future and conditional) to discuss future plans.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves and others in the target language.</li> <li>To allow opportunities to revisit and consolidate key grammatical structures and skills.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure.</li> <li>To secure and master past, present and future tenses.</li> <li>To look at imperfect tense in greater depth.</li> <li>To consolidate substantive and disciplinary knowledge through greater awareness of cultural heritage in the Hispanic world.</li> </ul>
<p><b>Key Content to be learned:</b></p> <p>Preferences with regard to holidays – holiday destinations; time of year (seasons); revision and amplification of countries; revision of transport and reasons for preference; weather phrases and forecasts; holiday activities vocab. Holiday vocabulary and structures in past and future tenses.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... J / gi / ge / ga / go / gu / r / rr.</li> <li>To exchange information about preferences with regard to holiday, a past holiday and future hopes:</li> <li>Where</li> <li>Who with</li> <li>How long</li> <li>Time of year (seasons)</li> <li>Mode of transport &amp; reasons for preference</li> <li>Factors important / not important</li> <li>Preferred activities while on holiday</li> <li>To exchange information about the weather</li> <li>To ask for and give opinions about means of transport</li> <li>To revise and expand knowledge of names of countries</li> <li>To revise ways of expressing opinions and preferences</li> <li>Understanding and talking about places of interest in a town</li> <li>Exchanging opinions about towns / places of interest</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Impersonal verbs</li> <li>Comparatives</li> <li>Adverbs of frequency</li> <li>'Hace' with weather expressions</li> </ul>	<p><b>Key content to be learned:</b></p> <p>Family/ physical description/personality/ number/house/local area/hobbies/daily activities/future ambitions and events/descriptive adjectives/types of film/ describing countries/weather/customs and traditions.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... ca / co / cu / k / qu / b / v / d.</li> <li>Exchange detailed descriptions of themselves and family members.</li> <li>Discuss their hobbies and those of others</li> <li>Use present tense to describe daily activities and to narrate a film.</li> <li>Use future tense to discuss future ambitions and events</li> <li>Discuss film preferences</li> <li>Describe different countries- description/weather/customs and traditions.</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Hay</li> <li>Llamarse</li> <li>Vivir</li> <li>Present tense</li> <li>Ser and estar</li> <li>Adjective agreement</li> <li>Impersonal verbs</li> <li>Simple subordinate clauses</li> <li>Quantifiers</li> <li>Connectives</li> <li>Adverbs of frequency</li> </ul>	<p><b>Key Content to be learned:</b></p> <p>Daily activities/justified opinions/Describing home and town/describing family- family members, family life and family relationships/ personal and physical description/giving justified opinions on art and music/different styles of music/day of the dead- food, music, family, events and beliefs/ fiestas of the Hispanic world.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... ll / a / o / / b / v / u / i / e / ce / ci / z / ñ.</li> <li>Use present tense accurately to narrate events</li> <li>Give extended and justified opinions</li> <li>Use extended descriptive language to exchange detailed descriptions of others.</li> <li>Discuss and describe different homes, towns and cities</li> <li>Compare and contrast different places to live</li> <li>Discuss family and family relationships</li> <li>Give extended opinions on art and music</li> <li>Research areas of interest in Hispanic world</li> <li>Understand different customs, traditions and beliefs</li> <li>Compare and contrast a range of Hispanic festivals.</li> </ul> <p><b>Key Linguistic Content:</b></p> <p>Impersonal verbs Extending sentences (connectives, sequencers, negatives, time phrases and quantifiers, adverbs of frequency) Present tense 'lo' expressions Sequencers Use of ser/estar Adjective agreement Use of 'hay'</p>

<ul style="list-style-type: none"> <li>• Weather expressions in all three tenses</li> <li>• Preterite tense- regular and irregular verbs</li> <li>• Giving opinions in the past</li> <li>• Use of 'para'</li> <li>• Key examples of imperfect tense for past description</li> <li>• Differences between ser/estar</li> <li>• Immediate future tense</li> <li>• Conditional tense</li> <li>• Conditional tense of impersonal verbs</li> <li>• Revision of question words</li> </ul>	<ul style="list-style-type: none"> <li>• Negatives</li> <li>• Comparatives and superlatives</li> <li>• Personal 'a'</li> <li>• Imperfect tense</li> <li>• Future tense</li> </ul>	<p>Comparatives and superlatives. Subordinate clauses Reflexive verbs- llevarse Superlatives and connectives Imperfect tense Preterite tense Conditional tense Future tense Expressions with 'se'</p>
<p><b><u>Formative/Summative Assessments for this module:</u></b> <b>Building on Y7- Y8/ Module 1-Travel and Tourism</b></p> <ul style="list-style-type: none"> <li>• Formative/Summative Assessment 1- Listening, Reading and Translation</li> <li>• Formative/Summative Assessment 2- Speaking</li> <li>• Formative/Summative Assessment 3- Writing</li> </ul>	<p><b><u>Formative/Summative Assessments for this module:</u></b> <b>Building on Y7- Y8/ Module 1-Travel and Tourism/ Module 2- Encanto</b></p> <ul style="list-style-type: none"> <li>• Formative/Summative Assessment 1- Listening and Reading</li> <li>• Formative/Summative Assessment 2- Speaking</li> <li>• Formative/Summative Assessment 3- Writing</li> </ul>	<p><b><u>Formative/Summative Assessments for this module:</u></b> <b>Building on Y7- Y8/ Module 1-Travel and Tourism/ Module 2- Encanto/ Module 3- Coco</b></p> <ul style="list-style-type: none"> <li>• Formative/Summative Assessment 1- Listening, Reading and Translation</li> <li>• Formative/Summative Assessment 2- Speaking</li> <li>• Formative/Summative Assessment 3- Writing</li> </ul>

## Spanish Progression Model - Year 10 (New GCSE specification for teaching September 2024)

<b>Module Title:</b> <b>Identity and School Life</b>	<b>Module Title:</b> <b>Lifestyle and Leisure</b>	<b>Module Title:</b> <b>Culture, Customs, Celebrations and Celebrity</b>
<p><b>Learning Intent for this module:</b> Students will explore the themes of Identity and Relationships as well as Education and Work. Through this theme we aim:</p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To revisit and develop grammar knowledge and understanding by revisiting all three time frames.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure. This is an excellent GCSE bridging unit, revisiting the basics of the topic and moving forward to cover higher level vocab and structure. This also allows for ab initio learners.</li> </ul>	<p><b>Learning Intent for this module:</b> Students will explore the themes of Healthy Lifestyle as well as Leisure Activities. Through this theme we aim:</p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To revisit and develop grammar knowledge and understanding by revisiting all three time frames.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure.</li> <li>Continue to provide a strong base for ab initio learners.</li> </ul>	<p><b>Learning Intent for this Module:</b> Students will explore the cultural themes of Customs and Celebrations and Celebrity. Through this theme we aim:</p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous and revisit and retrieve key content from Modules 1 and 2</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To revisit and develop grammar knowledge and understanding by revisiting all three time frames.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure.</li> <li>Continue to provide a strong base for ab initio learners.</li> </ul>
<p><b>Key Content to be learned:</b></p> <p>Revisit and develop the topics of describing yourself, family, relationships, school life and the world of work.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics a/e/i/o/u/ñ</li> <li>Describe yourself (nationality, gender, personal beliefs, equality, physical descriptions, character and personality)</li> <li>Describe others (family and friends)</li> <li>Talk about activities with others</li> <li>Describe relationships and the qualities of a good friend or partner</li> <li>Give opinions about school (subjects, homework, school rules, uniform, teachers and exams)</li> <li>Describe school &amp; school routine</li> <li>Describe primary school and their deal school</li> <li>Discuss problems at school</li> <li>Discuss future ambitions</li> <li>Talk about jobs and issues surrounding work.</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Present tense</li> <li>Adjective agreement</li> <li>Irregular present tense- ser &amp; tener</li> <li>Quantifiers</li> <li>Connectives</li> <li>Possessive adjectives</li> <li>Indefinite and definite articles</li> <li>Formation of feminine and plural nouns</li> <li>Demonstrative adjectives</li> </ul>	<p><b>Key content to be learned:</b></p> <p>Revisit and develop the topics of food and healthy living, and hobbies including cinema/TV/music/sport</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics -r/-r/rr/r-/word initial r-/r- following consonants n/l/s/ga/go/gu/ge/gi/gue/gui/j</li> <li>Give opinions on food and drink</li> <li>Discuss healthy living issues such as fast-food, cooking, smoking/vaping, drugs and alcohol</li> <li>Discuss physical and mental well-being</li> <li>Give opinions on sports and ways of keeping fit</li> <li>Give justified opinions and comparatives about own and other people's hobbies including music/TV/cinema/reading</li> <li>Add details regarding when, where, how often and who with</li> <li>Refer to past activities and future plans</li> <li>Refer to concerts and musical events</li> <li>Discuss shopping and food at special occasions.</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Reflexive verbs and pronouns</li> <li>Demonstrative pronouns</li> <li>Negatives</li> <li>Imperfect tense</li> <li>Impersonal verbs</li> <li>Modal verbs</li> <li>Range of present tense (including irregular)</li> <li>Continuous tenses</li> <li>Conditional tense</li> </ul>	<p><b>Key Content to be learned:</b></p> <p>Revisit and develop topics of customs and celebrations including festivals and celebrations in Spanish speaking countries, and give details on celebrities and their influence</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics Ca/co/cu/cu+vowel/ch</li> <li>Describe local and national festivals in the UK and Spanish-speaking countries</li> <li>Give opinions on festivals and celebrations with family and friends e.g. birthday parties, weddings, religious events, food.</li> <li>Describe celebrities/famous people (physically and personality)</li> <li>Talk about celebrity magazines, podcasts, social media, reality TV involving, celebrity activities and events e.g. music, film, TV, fashion, culture and technology, and their influence</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Indirect object pronouns</li> <li>Interrogative pronouns</li> <li>Multi word complex phrases</li> <li>Interrogatives</li> <li>Passive voice (higher)</li> <li>Retrieval of all tenses</li> <li>Relative pronouns</li> <li>Extending modal verbs</li> </ul>

<ul style="list-style-type: none"> <li>• Ser vs. estar</li> <li>• Comparatives and superlatives</li> <li>• Impersonal verbs</li> <li>• Modal verbs</li> <li>• Conditional tense</li> <li>• Reflexive verbs</li> <li>• Sequencers</li> <li>• Expressions plus infinitive</li> <li>• Near future</li> <li>• Quantifiers</li> <li>• Simple future</li> <li>• Preterite tense</li> </ul>	<ul style="list-style-type: none"> <li>• Range of future tense</li> <li>• Adjective agreement</li> <li>• Stem changing verbs</li> <li>• Preterite tense (regular and irregular)</li> <li>• Interesar type verbs</li> </ul>	
<p><b><u>Formative/Summative Assessments for this module:</u></b>  <b>Building on KS3/ Module 1- Identity and School Life</b></p> <ul style="list-style-type: none"> <li>• Formative/Summative Assessment 1- Listening</li> <li>• Formative/Summative Assessment 2- Reading</li> <li>• Formative/Summative Assessment 3- Speaking</li> <li>• Formative/Summative Assessment 4- Writing</li> </ul>	<p><b><u>Formative/Summative Assessments for this module:</u></b>  <b>Building on KS3/ Module 1- Identity and School Life/ Module 2- Lifestyle and Leisure</b></p> <ul style="list-style-type: none"> <li>• Formative/Summative Assessment 1- Listening</li> <li>• Formative/Summative Assessment 2- Reading</li> <li>• Formative/Summative Assessment 3- Speaking</li> <li>• Formative/Summative Assessment 4- Writing</li> </ul>	<p><b><u>Formative/Summative Assessments for this module:</u></b>  <b>Building on KS3/ Module 1- Identity and School Life/ Module 2- Lifestyle and Leisure/Module 3- Culture, Customs, Celebrations and Celebrity</b></p> <ul style="list-style-type: none"> <li>• Formative/Summative Assessment 1- Listening</li> <li>• Formative/Summative Assessment 2- Reading</li> <li>• Formative/Summative Assessment 3- Speaking</li> <li>• Formative/Summative Assessment 4- Writing</li> </ul>



## Spanish Progression Model - Year 11 (Final year of the current GCSE)

<b>Module Title:</b> <b>Social and Global Issues/ School and Work</b>	<b>Module Title:</b> <b>School and work/ Revision Programme</b>	<b>Module Title:</b> <b>Exam Strategy and Preparation</b>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To ensure each topic builds on the previous.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To further develop understanding and knowledge of this topic by revisiting the basics and moving forward to cover higher level vocab and structure.</li> <li>To study the topic of global issues which has been touched on as part of local environment in previous years. This is a sophisticated and mature topic which is suitable to year 11 as well as building on previous foundations.</li> <li>To study the topic of school and pressures in schools which is very appropriate as the pupils prepare to take their exams and mocks are this term.</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To study the topic of future ambitions is very appropriate as the pupils prepare to take their option choices for post 16 education</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To revise themes 1-3.</li> <li>To revision and study all themes and skills simultaneously to mirror the GCSE exam and fully prepare students, allowing them to identify their personal areas of weakness to help focus their revision.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>To support pupils to continue to build their knowledge and be able to communicate about themselves in the target language.</li> <li>To allow opportunities to revisit key grammatical structures and skills.</li> <li>To consider exam strategy and technique.</li> </ul>
<p><b>Key Content to be learned:</b></p> <p>Global Issues- The environment, poverty and homelessness, charity and volunteer work and health. Describing school life and post-16 educational ambitions.</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Identify the phonics... Rr /b/v/u/d/ch ll / i / ca / co / cu / k / qu / a / ñ / l / e / b / v / u / ch.</li> <li>Discuss being environmentally friendly within the home and local area</li> <li>Discuss world issues</li> <li>Discuss environmental problems</li> <li>Understand news stories</li> <li>Talk about problems in their area</li> <li>Talk about environmental projects</li> <li>Discuss problems facing those in poverty</li> <li>Discuss problems facing the homeless.</li> <li>Talking about food and drink</li> <li>Describe parts of the body and saying where it hurts</li> <li>Vocabulary on parts of the body</li> <li>Talk about a healthy lifestyle</li> <li>Discuss addiction and other problems</li> <li>Discussing ideas for improving health (e.g. better diet, more exercise, less stress).</li> <li>Talk about their school day</li> <li>Express and justify opinions</li> <li>Talk about what they wear for school</li> <li>Talk about schools, comparing schools in England and Spain</li> <li>Discuss school rules and pressures</li> </ul>	<p><b>Key content to be learned:</b></p> <p>The world of work and future ambitions. Revision and Preparation for Assessment</p> <p>At the end of this module, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Revise vocabulary, grammar, phonics, skills and strategy</li> <li>Practise exam style questions</li> <li>Discuss what school is like, pressures and problems</li> <li>Discuss intentions for higher and further education</li> <li>Talk about future plans</li> <li>Talk about part-time jobs</li> <li>Discuss different jobs</li> <li>Apply for jobs</li> <li>Talk about work experience</li> <li>Give advantages and disadvantages of different jobs</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>Present tense</li> <li>Expressions plus infinitive</li> <li>Preterite tense</li> <li>Justifying opinions</li> <li>Comparatives</li> <li>Future tense</li> <li>Masculine and feminine nouns</li> <li>Using cognates</li> <li>Tener que + infinitive</li> <li>Si clauses</li> <li>Conditional tense</li> </ul>	<p><b>Key content to be learned:</b></p> <p>Revision and Preparation for Assessment</p> <ul style="list-style-type: none"> <li>To revise vocabulary, grammar, phonics, skills and strategy</li> <li>To practise exam style questions</li> </ul> <p><b>Key Linguistic Content:</b></p> <ul style="list-style-type: none"> <li>As identified by class teacher to meet the revision needs of their pupils following a departmental needs analysis and mock exams.</li> </ul>

<p><b><u>Key Linguistic Content:</u></b></p> <ul style="list-style-type: none"> <li>• Perfect tense regular verbs</li> <li>• Comparative and superlative in expressing opinions about subjects</li> <li>• Quantity words</li> <li>• If clauses</li> <li>• Expressions + infinitive</li> <li>• The conditional of modal verbs</li> <li>• The passive</li> <li>• Negative expressions</li> <li>• Use of present, past and future tenses</li> <li>• Use of direct object pronouns in the perfect tense</li> <li>• Negatives</li> <li>• Reflexive constructions</li> <li>• Present continuous</li> <li>• Expressing detailed opinions</li> <li>• Adjective agreement</li> </ul>	<ul style="list-style-type: none"> <li>• As identified by class teacher to meet the revision needs of their pupils following a departmental needs analysis and mock exams.</li> </ul>	
<p><b><u>Formative/Summative Assessments for this module:</u></b></p> <p><b>KS3/GCSE Knowledge</b></p> <ul style="list-style-type: none"> <li>• Mock One – Listening Paper</li> <li>• Mock One – Reading Paper</li> <li>• Mock One – Speaking Paper</li> <li>• Mock One – Writing Paper</li> </ul>	<p><b><u>Formative/Summative Assessments for this module:</u></b></p> <p><b>KS3/GCSE Knowledge</b></p> <ul style="list-style-type: none"> <li>• Mock Two – Listening Paper</li> <li>• Mock Two – Reading Paper</li> <li>• Mock Two – Speaking Paper</li> <li>• Mock Two – Writing Paper</li> </ul>	<p><b><u>Formative/Summative Assessments for this module:</u></b></p> <ul style="list-style-type: none"> <li>• n/a GCSE Exam Season</li> </ul>

## Spanish Progression Model - Year 12

<p><b>Module Title:</b> Aspects of Hispanic Society and Popular Culture – Values, Idols, Equality and Cyberspace.</p>	<p><b>Module Title:</b> Artistic Culture in the Hispanic World- Film Study (Maria Ilena eres de gracia), Spanish Regional Identity, Hispanic Cultural Heritage</p>	<p><b>Module Title:</b> A deepening understanding of the Hispanic World 1 – revision and consolidation, immigration and study of an Hispanic world literary text.</p>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>○ To support pupils in their transition from GCSE Spanish.</li> <li>○ To understand and discuss changing values in Hispanic society. To know what today’s values are, how they have changed and how they may change in the future.</li> <li>○ To know key facts regarding a range of Hispanic ‘idols’ and to use these facts to discuss their positive and/or negative influence on society. To understand what we mean by a ‘role model’ and to draw individual conclusions as to whether Hispanic idols are good role models.</li> <li>○ To explain the changing uses of new technologies in the Hispanic world and to analyse the varying impact of these technologies on different sections of Hispanic society.</li> <li>○ To understand and discuss issues surrounding gender, sexuality and equality and how these impact the Hispanic world.</li> <li>○ To develop confidence in the accurate use of increasingly complex linguistic structures and their application to the understanding of aspects of Hispanic society and Popular Culture.</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>○ To develop and apply analytical skills to the study of a film in order to produce detailed and sustained personal interpretations.</li> <li>○ To understand the different regional identities in Spain, to be able to describe them using detailed examples and to provide detailed reactions and opinions as to the issues surrounding regional differences.</li> <li>○ To understand and discuss the continued importance and influence of cultural heritage across the Hispanic world with reference to a detailed knowledge of Hispanic culture.</li> <li>○ To develop a deep understanding of the accurate use of increasingly complex linguistic structures and their application in the understanding of artistic culture in the Hispanic World.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>○ To develop and apply analytical skills to the study of a book in order to produce detailed and sustained personal interpretations.</li> <li>○ To understand and discuss issues surrounding immigration in the Hispanic world and to express detailed opinions on the subject.</li> <li>○ To identify and develop own interests in an aspect of Hispanic Society and culture.</li> <li>○ To practice and improve independent study skills and research skills in order to compile detailed research concerning own area of interest.</li> <li>○ To use factual knowledge as evidence to construct and justify detailed opinions and lines of argument related to own specific area of interest.</li> <li>○ To develop confidence with exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language. To know a variety of strategies and how to apply them.</li> <li>○ To develop a detailed understanding of increasingly complex linguistic structures and their application to a deepening understanding of the Hispanic world.</li> </ul>
<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>● Past family life in the past in the Hispanic world. Current changes in family life in the Hispanic world including evolving family models and different experiences and difficulties associated with these. Future changes to family life in the Hispanic world.</li> <li>● The institution of marriage in the Hispanic world and varying attitudes towards it in modern society. Changing attitudes towards divorce and divorce rates in the Hispanic world.</li> <li>● Religious tradition in the Hispanic world and the influence of Catholicism on its past, present and future.</li> <li>● The positive and negative actions of Hispanic singers, actors, musicians, TV personalities, sports stars and models on the world. Expressing and understanding detailed opinions about these actions.</li> <li>● The concept of a role model and a look at whether specific Hispanic ‘idols’ are good role models for today’s society.</li> <li>● Uses of new technologies (internet, social media, mobile phones) and associated advantages and disadvantages.</li> <li>● The effect of new technologies on Hispanic society, including on young people today. Understand a variety of detailed opinions.</li> <li>● Understand the changing role of Hispanic women in the world of work and at home, with reference to how this role has changed and will change in the future.</li> <li>● Explain feminism and chauvinism- definition and their roles in society.</li> </ul>	<p><b>Key content to be learned:</b></p> <ul style="list-style-type: none"> <li>● The language of filmography and its application to a detailed discussion of techniques used in the chosen film.</li> <li>● Detailed understanding of key scenes, characters, imagery, symbols and themes; the intent behind them and their impact on the viewer.</li> <li>● Essay writing skills to enable pupils to fully analyse film technique, character and theme. Using knowledge of film to develop their own interpretations and draw detailed conclusions.</li> <li>● Understand Spanish customs, festivals and traditions. Discuss issues relating to these festivals- are they important? Will they continue to be so in the future?</li> <li>● Understand diverse gastronomic traditions across Spain.</li> <li>● Awareness of the variety of languages spoken in Spain, their importance and the issues associated with their use in modern Spain.</li> <li>● The variety of civilisations that contributed to the cultural heritage of Spain. The pre-Columbian heritage of Latin America and its continued influence and importance in the Hispanic world.</li> <li>● Knowledge of various Hispanic artists and their influence as well as understanding of some Hispanic architecture and its importance.</li> <li>● The diversity of Hispanic music and dance; its importance and influence.</li> <li>● To understand key grammatical rules and how to apply these in both comprehension and communication: The Subjunctive, The Passive and avoiding it, Infinitive constructions, Constructions with</li> </ul>	<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>● The language of literature and its application to a detailed discussion of techniques used in the chosen book.</li> <li>● Detailed understanding of key scenes, characters, imagery, symbols and themes; the intent behind them and their impact on the reader.</li> <li>● Essay writing skills to enable pupils to fully analyse literary technique, context, character and theme. Using knowledge of book to develop their own interpretations and draw detailed conclusions.</li> <li>● The positives and negatives of immigration in the Hispanic world.</li> <li>● Immigration in the Hispanic world and its impact.</li> <li>● The issues surrounding illegal immigration in the Hispanic world.</li> <li>● How to analyse quantities of information in order to find what is interesting and what is useful.</li> <li>● Research skills and techniques.</li> <li>● Independent study skills.</li> <li>● Building an argument and developing detailed interpretations and opinions based on a solid evidence base.</li> <li>● Specific strategies for exam skills and assessment tasks and how to apply them to improve effectiveness.</li> <li>● To understand key grammatical rules and how to apply these to comprehension, communication, essay writing skills and translation in both directions.</li> </ul>

<ul style="list-style-type: none"> <li>• Know about the evolution of LGBT rights in the Hispanic world and changing attitudes towards Homosexual marriage.</li> <li>• To understand key grammatical rules and how to apply these in both comprehension and communication: Nouns and Determiners, Adjectives and Adverbs, Prepositions, Conjunctions, Pronouns, The Present Tense, Ser and Estar and Hay, Modes of address: gustar type verbs Negatives, The Past Tenses, The Future Tenses.</li> </ul>	'si', Verbs that require different constructions, The Imperative, Time Constructions, False Friends, Por and Para.	
<p><b>Formative/Summative Assessments for this module:</b> Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing.</p> <ul style="list-style-type: none"> <li>• Speaking stimulus card- cyberspace</li> <li>• Reading summary- equality</li> <li>• Listening summary- idols</li> <li>• Reading comprehension- values</li> <li>• Writing- Translation to Spanish- values</li> </ul>	<p><b>Formative/Summative Assessments for this module:</b> Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing.</p> <ul style="list-style-type: none"> <li>• Reading- Translation to English- regional identity</li> <li>• Writing- Film essay 1</li> <li>• Writing- Film essay 2</li> <li>• Listening task- cultural heritage</li> <li>• Speaking stimulus card- equality</li> </ul>	<p><b>Formative/Summative Assessments for this module:</b> Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing.</p> <ul style="list-style-type: none"> <li>• Paper 1- Listening, reading and writing (AS level date TBC)</li> <li>• Paper 2- writing (AS level date TBC)</li> <li>• Paper 3- speaking (AS level date TBC)</li> <li>• Writing- Novel essay</li> <li>• Reading- Translation to English- immigration</li> </ul>

## Spanish Progression Model - Year 13

<p><b>Module Title:</b> Social Issues and Literary study- racism, integration, monarchies and dictatorships and study of an Hispanic literary text.</p>	<p><b>Module Title:</b> Political culture in Hispanic society- young people and popular movements. Revision and consolidation.</p>	<p><b>Module Title:</b> A deepening understanding of the Hispanic World 2</p>
<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>○ To develop and apply analytical skills to the study of a book in order to produce detailed and sustained personal interpretations.</li> <li>○ To understand and discuss issues surrounding racism in the Hispanic world and to express detailed opinions on the subject.</li> <li>○ To understand and discuss the idea of 'convivencia' and how and when we see this in the Hispanic world. To express detailed opinions on the concerning its relative success and impact.</li> <li>○ To explain the changing political landscapes in Spain and the Hispanic world with particular reference to monarchy/democracy and dictatorship.</li> </ul>	<p><b>Learning Intent for this module:</b></p> <ul style="list-style-type: none"> <li>○ To understand and discuss the position of young people in the Hispanic world with relation to politics, employment and aspirations.</li> <li>○ To understand and discuss the nature and impact of popular movements in the Hispanic world.</li> <li>○ To develop confidence with exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language. To know a variety of strategies and how to apply them.</li> <li>○ To develop a detailed understanding of increasingly complex linguistic structures and their application to a deepening understanding of the Hispanic world.</li> <li>○ To recall and deepen understanding of modules from both year 12 and year 13.</li> </ul>	<p><b>Learning Intent for this Module:</b></p> <ul style="list-style-type: none"> <li>○ To develop confidence with exam-specific skills and assessment tasks in speaking, essay writing, listening, reading, summary writing and translation into and from target language. To know a variety of strategies and how to apply them.</li> <li>○ To develop a detailed understanding of increasingly complex linguistic structures and their application to a deepening understanding of the Hispanic world.</li> <li>○ To recall and deepen understanding of modules from both year 12 and year 13.</li> </ul>
<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>● The language of literature and its application to a detailed discussion of techniques used in the chosen book.</li> <li>● Detailed understanding of key scenes, characters, imagery, symbols and themes; the intent behind them and their impact on the reader.</li> <li>● Essay writing skills to enable pupils to fully analyse literary technique, context, character and theme. Using knowledge of boog to develop their own interpretations and draw detailed conclusions.</li> <li>● Language of discussion and debate to understand and express detailed conflicting opinions.</li> <li>● Xenophobic and racist attitudes in the Hispanic world.</li> <li>● Current and potential measures against racism in the Hispanic world and their relative effectiveness.</li> <li>● Anti-racist legislation in the Hispanic world and future legislation.</li> <li>● Language of discussion and debate to understand and express detailed conflicting opinions.</li> <li>● Multiculturalism in the Hispanic world and the interactions between different cultures in the past and present.</li> <li>● The impact of integration on education in the Hispanic world.</li> <li>● The issues surrounding the coexistence of different religions in the Hispanic world.</li> <li>● The impact of the Spanish civil war and dictatorship on Spain.</li> <li>● The nature and impact of transitions in modern Spanish history- monarchy/republic to dictatorship, dictatorship to democracy/monarchy and a possible end to monarchy?</li> <li>● The nature and impact of various dictatorships in Latin America.</li> <li>● Advantages and disadvantages of protests and strikes as part of political action.</li> <li>● To recall and deepen understanding of key grammatical rules and how to apply these in both comprehension and communication: Nouns and Determiners, Adverbs, intensifiers and quantifiers, The Present Tense, Ser and Estar and Hay, Modes of address: gustar</li> </ul>	<p><b>Key content to be learned:</b></p> <ul style="list-style-type: none"> <li>● The importance of politics in the lives of young people in the Hispanic world and their changing attitudes towards it.</li> <li>● Understanding of the situation facing young people in the Hispanic world as regards unemployment and potential solutions for this issue.</li> <li>● Considerations of an 'ideal society' - what would it include and why.</li> <li>● The power of trade unions in the Hispanic world.</li> <li>● The effectiveness of specific popular movements in the Hispanic world e.g. Mothers of the Plaza de Mayo and the 15-M movement.</li> <li>● Specific strategies for exam skills and assessment tasks and how to apply them to improve effectiveness.</li> <li>● To understand key grammatical rules and how to apply these to comprehension, communication, essay writing skills and translation in both directions.</li> <li>● To deepen understanding of key content from across study in year 12 &amp; 13.</li> <li>● To recall and deepen understanding of key grammatical rules and how to apply these in both comprehension and communication: The Passive and avoiding it, Verbs that require different constructions, Time Constructions, False Friends, Por and Para, Numbers, Mixed Tense Revision, grammar in translation.</li> </ul>	<p><b>Key Content to be learned:</b></p> <ul style="list-style-type: none"> <li>● Specific strategies for exam skills and assessment tasks and how to apply them to improve effectiveness.</li> <li>● To understand key grammatical rules and how to apply these to comprehension, communication, essay writing skills and translation in both directions.</li> <li>● To deepen understanding of key content from across study in year 12 &amp; 13.</li> </ul>

<p>type verbs The Past Tenses, The Future Tenses, Infinitive constructions, The Subjunctive, Constructions with 'si', The Imperative, Negatives.</p>		
<p><b>Formative/Summative Assessments for this module:</b> Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing.</p> <ul style="list-style-type: none"> <li>• Paper 1- Listening, reading and writing (A level date TBC)</li> <li>• Paper 2- writing (A level date TBC)</li> <li>• Paper 3- speaking (A level date TBC)</li> <li>• Writing- Novel essay</li> <li>• Stimulus Card- Racism</li> </ul>	<p><b>Formative/Summative Assessments for this module:</b> Rigorous assessment to mimic end A- level exam covering listening, reading, speaking and writing.</p> <ul style="list-style-type: none"> <li>• Paper 1- Listening, reading and writing (A level date TBC)</li> <li>• Paper 2- writing (A level date TBC)</li> <li>• Paper 3- speaking (A level date TBC)</li> <li>• Listening summary- monarchies and dictatorships</li> <li>• Reading summary- young people</li> </ul>	<p><b>Formative/Summative Assessments for this module:</b> n/a A level Exam Season</p>