



| Topic name   | Term        | Skills developed  | Prior learning   | Next link in curriculum   |
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| <p><b>Changes in the family:</b><br/>Describe the various types of 21st century Spanish family and how these differ from the family model of the past</p> <p><b>Marriage and divorce:</b><br/>Understand trends in marriage and how modern and traditional values differ and understand the situation regarding divorce.</p> <p><b>The Catholic Church:</b><br/>Understand the religious history of Spain and the changes in the influence of the church</p> | Sept to Oct | <p>Improving knowledge of Spanish language and culture</p> <p>Improve your translation skills</p> <p>Listen for gist and detail</p> <p>Core transition grammar:</p> <p>Use the imperfect tense<br/>Use the preterite tense<br/>Use the imperfect and preterite tenses together</p> <p>This unit develops students' knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills.</p> | Students should be able to build upon the skills, grammar and vocabulary from GCSE Unit 1: Relationships with family and friends (marriage and partnerships). Students will be able to enhance the skills acquired from GCSE to gain deeper insight into the different types of family structures in the Hispanic World, the evolution of new family structures, and the role of the Catholic Church in modern Hispanic society. | <p>Revision of core transition grammar builds on the knowledge, understanding and skills gained at GCSE.</p> <p>How Spanish-speaking society has been shaped socially and culturally and how it continues to change. Links to The Situation of the Woman in Spain and Equal Rights.</p> |
| <p><b>Singers and musicians:</b><br/>Discuss the positive and/or negative influence singers and musicians have on people</p> <p><b>TV/cinema stars:</b><br/>Discuss the positive and/or negative effect TV and cinema stars have in our society,</p> <p><b>Models:</b></p>   | Sept to Oct | <p>Use connectives to improve written work</p> <p>Improve translation skills into Spanish</p> <p>Core transition grammar:</p> <p>Use indirect object pronouns<br/>Practise the passive voice<br/>Use direct object pronouns</p>   | Students should be able to build upon the skills, grammar and vocabulary from GCSE Unit 3: Freetime activities (music, cinema and TV). Students will be able to enhance the skills acquired from GCSE to delve further into Hispanic music, cinema and TV to discuss celebrity culture and the positive and negative influences on young people.   | Pronouns link to the grammar in The Situation of The Woman in Spain   |



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| <p>Discuss the type of influence fashion models have on young people.</p>  |                  | <p>This unit develops students' knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills</p>  |  |   |
| <p><b>Internet:</b><br/>Discuss the positive and/or negative influence of the Internet</p> <p><b>Smartphones in society:</b><br/>Discuss the positive and/or negative effect of smartphones</p> <p><b>Social Networks:</b><br/>Consider the type of influence social networks have on society</p>            | <p>Oct - Jan</p> | <p>Develop summary writing skills based on a listening extract</p> <p>Use expressions giving pros and cons and impersonal verbs</p> <p>Use the present and present continuous<br/>Use comparatives and superlatives<br/>Ser and Estar<br/>Use the future and conditional</p> <p>This unit develops students' knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills</p> | <p>Students should be able to build upon the skills, grammar and vocabulary from GCSE Unit 2: Technology in everyday life. Students will be able to enhance the skills acquired from GCSE to gain deeper insight into the increasing importance of smart technology in the Hispanic world, along with the dangers associated with internet culture, including cyber bullying and scamming.</p>                     | <p>The Present tense links to the formation of the present Subjunctive in Traditions &amp; Customs</p> <p>The Future tense &amp; the Conditional link to Compound Tenses in The Situation Of The Woman In Spain</p> |
| <p><b>Traditions and customs:</b><br/>Describe and discuss Spanish customs and traditions</p> <p><b>Gastronomy:</b><br/>Discuss the similarities and differences in the gastronomy of Spain</p> <p><b>Languages:</b><br/>Consider the languages that are spoken in Spain and the issues surrounding them</p> | <p>Oct - Jan</p> | <p>Improve listening skills<br/>Approach gap fill texts</p> <p>Use the present subjunctive of regular verbs<br/>Use the perfect tense in the subjunctive<br/>Use numeral</p>   | <p>Students should be able to build upon the skills, grammar and vocabulary from GCSE Unit 3: Freetime activities (food), and Unit 4: Customs and festivals. Students will be able to enhance the skills acquired from GCSE to fully appreciate the sheer diversity of Hispanic society by gaining deeper insight into regional festivals, gastronomy and linguistic differences across the Iberian peninsula.</p> |   |





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| <p>Discuss Spanish and Latin American artists and the role of architecture in Spain</p> <p><b>Musical heritage and diversity:</b><br/>Understand the diversity of Hispanic music and dance</p> <p><b>Individual research project</b></p> <p><b>A case study of the literature text La casa de Bernarda Alba</b></p> | <p>April – July</p> <p>April - July</p> | <p>Break down comprehension tasks and answer comprehension questions.</p> <p>Recognise irregular nouns</p> <p>Planning, research and preparation for the Individual research project</p> <p>Engaging with literary texts for comprehension activities</p> | <p>enhance the skills acquired from GCSE to delve further into traditional Hispanic art forms, the cultural heritage of pre-Hispanic Latin America, as well as gain deeper insight and appreciation into a number of Hispanic artists and their cultural impact on architecture and art forms across the Hispanic world.</p> <p>Students will be able to build upon their skills on accessing literary texts at GCSE level to analyse, critique and appreciate a Spanish novel. They will also be able to use prior knowledge of family structures to understand life during Franco’s Spain and understand how modern Spanish society has evolved since.</p> | <p>The study of the wider Hispanic world provides an insight into the political and social life of the Hispanic world and links to the study of Immigration and Multiculturalism and young people and their political engagement in year 2.</p> |
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