



Grammatical concepts are re-visited on a regular basis with more complex concepts covered more frequently.

We teach AQA Spanish A Level and there are six topic units:

- Modern and traditional values (Los valores tradicionales y modernos)
 - Los cambios en la familia
 - Actitudes hacia el matrimonio/el divorcio
 - La influencia de la Iglesia Católica
- Cyberspace (El ciberespacio)
 - La influencia de internet
 - Las redes sociales: beneficios y peligros
 - Los móviles inteligentes en nuestra sociedad
- Equal rights (La igualdad de los sexos)
 - La mujer en el mercado laboral
 - El machismo y el feminismo
 - Los derechos de los gays y las personas transgénero
- Modern day idols (La influencia de los ídolos)
 - Cantantes y músicos
 - Estrellas de televisión y cine
 - Modelos
- Spanish regional identity (La identidad regional en España)
 - Tradiciones y costumbres
 - La gastronomía
 - Las lenguas
- Cultural heritage (El patrimonio cultural)
 - Sitios turísticos y civilizaciones prehistóricas: Machu Picchu, la Alhambra, etc
 - Arte y arquitectura
 - El patrimonio musical y su diversidad

And they are taught in this order:

	Teacher A	Teacher B
Autumn 1	Modern and traditional values	Modern day idols
Autumn 2	Cyberspace	Spanish regional identity
Spring 1	Equal rights	Cultural heritage
Spring 2	La casa de Bernarda Alba (book)	Volver (film)
Summer 1	Topic Revision and LCDBA	Topic Revision and Volver
Summer 2	Revision, assessment, feedback Introduction to the Independent Research Project	



Topic name	Skills developed	Prior learning	Next link in curriculum
Modern and Traditional Values	Grammatical reinforcement: Imperfect and preterite tenses, including consolidation of key forms and accurate usage in narration; core transition grammar to support extended responses and sequencing of ideas. Grammatical skills: Using the imperfect and preterite together to describe past events and ongoing situations; developing accuracy in switching between tenses to convey meaning clearly; extending use of connectives to build more complex and cohesive responses. Thematic understanding: Family structures in Spain, including traditional and modern family models; marriage and divorce and changing social attitudes; the influence of the Catholic Church on Spanish society and values, and how this has evolved over time. Strategic skills: Translation, including recognising cognates and avoiding false friends; listening for gist and detail in authentic materials; developing cultural understanding and the ability to interpret social trends and viewpoints. Other skills: Developing extended written responses; expressing and justifying opinions; building topic-specific vocabulary; engaging in discussion and comparison of cultural perspectives.	GCSE relationships, family and marriage topics, including expressing opinions about relationships and describing family life using present and past tenses.	Links to Women in Spain and wider themes of social change. Supports development of discussion and argumentation skills for social issues in Y13.



Topic name	Skills developed	Prior learning	Next link in curriculum
Cyberspace	Grammatical reinforcement: Present tense and use of ser and estar, including consolidation of key differences and accurate application in context. Grammatical skills: Present continuous; comparatives and superlatives; future and conditional tenses, including developing the ability to express predictions, possibilities and hypothetical situations. Thematic understanding: Technology in society and its impact on daily life; influences on individuals and communities; benefits and risks of social media, including issues such as privacy, addiction and communication. Strategic skills: Summary writing, including identifying and condensing key information; evaluating arguments and viewpoints; expressing pros and cons and using idiomatic expressions to enhance communication. Other skills: Developing analytical thinking; structuring balanced arguments; expanding topic-specific vocabulary; improving fluency in extended speaking and writing tasks.	GCSE technology and everyday life topics, including expressing opinions and describing use of technology in present and past contexts.	Future and conditional tenses support later work on compound tenses and more complex structures. Develops evaluation and argumentation skills required for Y13 social issues and IRP.



Topic name	Skills developed	Prior learning	Next link in curriculum
Equal rights	Grammatical reinforcement: Perfect tense, including consolidation of regular and irregular forms and accurate use in describing recent events and experiences. Grammatical skills: Pluperfect, future perfect and conditional perfect, including use in more complex time frames and hypothetical contexts; indefinite adjectives and pronouns, including accurate agreement and use in extended responses. Thematic understanding: Women in work and society, including changing roles and opportunities; feminism and chauvinism, including differing perspectives and debates; LGBT rights in the Spanish-speaking world, including social progress and ongoing challenges. Strategic skills: Translation, focusing on accuracy and manipulation of more complex language; listening and discussion, including responding to different viewpoints and developing arguments; recognising patterns such as words ending in “-ity” to support comprehension and vocabulary building. Other skills: Developing critical thinking and evaluation of social issues; structuring balanced arguments; expressing and justifying opinions on complex topics; expanding topic-specific vocabulary; engaging in debate and discussion.	GCSE relationships and jobs, including discussion of roles, equality and future plans using a range of tenses.	Prepares students for advanced social issues in Y13. Supports development of essay-writing, debate and critical analysis skills required for examinations and IRP.



Topic name	Skills developed	Prior learning	Next link in curriculum
Modern day idols	Grammatical reinforcement: Connectives to structure and extend responses; direct and indirect object pronouns, including consolidation of placement and agreement. Grammatical skills: Passive voice, including formation and use in different contexts; developing more complex sentence structures to describe actions and influence; accurate use of pronouns to avoid repetition and improve fluency. Thematic understanding: Hispanic music, cinema and television, including key figures and cultural impact; the influence of celebrities and public figures on young people; exploration of media representation and its role in shaping identity and values. Strategic skills: Translation into Spanish, focusing on accuracy and manipulation of language; extended writing, including structuring arguments and developing ideas in detail; interpreting viewpoints from authentic sources. Other skills: Developing critical thinking about media influence; expanding topic-specific vocabulary; expressing and justifying opinions in both spoken and written forms; engaging in discussion and debate.	GCSE free-time activities, media and entertainment, including describing preferences and expressing opinions using a range of tenses.	Pronoun work revisited and developed further in Women in Spain topic. Supports analysis of media and influence in later social and political topics.



Topic name	Skills developed	Prior learning	Next link in curriculum
Spanish regional identity	Grammatical reinforcement: Present subjunctive, including consolidation of common triggers (expressions of opinion, doubt, emotion and necessity) and accurate formation of regular and key irregular verbs. Grammatical skills: Perfect subjunctive, including its use in more complex structures; numerals, including accurate use in a range of contexts; developing confidence in combining subjunctive structures with other tenses to express more nuanced ideas. Thematic understanding: Festivals and customs across different regions of Spain; regional gastronomy and its cultural significance; linguistic diversity in Spain, including the role of regional languages such as Catalan, Basque and Galician; exploration of how regional identity contributes to national identity. Strategic skills: Listening skills, including identifying key information, detail and viewpoints in authentic materials; gap-fill techniques and strategies for processing spoken language; developing the ability to infer meaning from context. Other skills: Cultural comparison and analysis; developing topic-specific vocabulary; expressing and justifying opinions about cultural identity; engaging in discussion about regional differences and their significance.	GCSE food, festivals and customs, including describing traditions and expressing opinions using a range of time frames.	Subjunctive developed further throughout the course, particularly in more complex argumentation. Supports cultural understanding and comparison skills needed for IRP and Y13 topics.



Topic name	Skills developed	Prior learning	Next link in curriculum
Cultural heritage	Grammatical reinforcement: Key grammar revision, including use of the subjunctive and imperatives, and consolidation of irregular nouns and agreement patterns. Grammatical skills: Application of grammar in independent work, including accurate use of a range of tenses and complex structures in both spoken and written responses; developing flexibility in manipulating language for different purposes. Thematic understanding: Pre-Hispanic civilisations and their historical significance; art, architecture and music in the Spanish-speaking world; introduction to <i>La casa de Bernarda Alba</i> as part of Spain's cultural and literary heritage. Strategic skills: Research skills, including selecting and evaluating sources; comprehension strategies for reading and listening to authentic materials; preparation for IRP, including organising and presenting information clearly. Other skills: Developing independence in learning; building cultural awareness and appreciation; expanding topic-specific vocabulary; presenting information and viewpoints clearly; engaging in discussion and analysis of cultural topics.	GCSE travel, tourism and cultural topics, including describing places and cultural experiences using a range of language structures.	Preparation for Year 13 IRP, literature study and oral examination. Supports transition to more independent learning, analysis and extended speaking.



Topic name	Skills developed	Prior learning	Next link in curriculum
La casa de Bernarda Alba (Literature Study)	Grammatical skills: Revision of key tenses (present, perfect, imperfect, pluperfect, conditional); use of the subjunctive (after expressions of emotion, doubt, necessity); complex subordinate clauses (cuando, aunque, para que); adjective agreement; reflexive verbs. Thematic understanding: Role of women in Spanish society; authority and oppression; honour and reputation; freedom vs control; generational conflict; symbolism and setting in rural Spain. Literary skills: Character analysis (Bernarda, Adela, Martirio, Angustias); analysis of themes and symbolism (heat, colour, silence); understanding dramatic structure and stagecraft; use of quotations; essay writing. Strategic skills: Structuring analytical essays; developing arguments; critical interpretation; integrating textual evidence; listening, reading, and vocabulary-building strategies; discussion and debate. Other skills: Translation; extended writing; critical thinking; responding to exam-style questions.	KS4: Introduction to literary texts; ability to describe characters and relationships; basic knowledge of key tenses; discussion of social and cultural themes.	Y13: A-level literary study; advanced essay writing; independent critical response; oral exam discussion; comparison with other texts/films.



Topic name	Skills developed	Prior learning	Next link in curriculum
Volver (Film Study)	Grammatical skills: Revision of key tenses (present, perfect, imperfect, pluperfect, conditional); use of the subjunctive (e.g. after emotion, doubt, necessity); complex sentence structures; object pronouns; adjective agreement; reflexive verbs. Thematic understanding: Role of women in Spanish society; family relationships; death and memory; secrets and repression; solidarity between women; aspects of Spanish culture and regional identity. Film skills: Character analysis (Raimunda, Sole, Irene); interpretation of key scenes; analysis of film techniques (music, colour, symbolism, camera work); director's message and style. Strategic skills: Essay writing; structuring analytical arguments; analysing visual texts; integrating evidence; listening, reading, and vocabulary-building strategies; discussion and debate. Other skills: Translation; extended writing; critical thinking; responding to exam-style questions.	KS4: Ability to describe people and relationships; familiarity with discussing social and cultural themes; foundation in key tenses; experience expressing opinions.	Y13: A-level film study; advanced analytical essays; independent critical response; oral exam discussion; comparison with other texts/films.