



Grammatical skills covered throughout the course. Emphasis based on student response and understanding.

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

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| <ul style="list-style-type: none"> • Immigration (La inmigración) <ul style="list-style-type: none"> • Los beneficios y los aspectos negativos • La inmigración en el mundo hispánico • Los indocumentados - problemas • Racism (El racismo) <ul style="list-style-type: none"> • Las actitudes racistas y xenófobas • Las medidas contra el racismo • La legislación anti-racista • Integration (La convivencia) <ul style="list-style-type: none"> • La convivencia de culturas • La educación • Las religiones | <ul style="list-style-type: none"> • Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana) <ul style="list-style-type: none"> • Los jóvenes y su actitud hacia la política : activismo o apatía • El paro entre los jóvenes • Su sociedad ideal • Monarchies and dictatorships (Monarquías y dictaduras) <ul style="list-style-type: none"> • La dictadura de Franco • La evolución de la monarquía en España • Dictadores latinoamericanos • Popular movements (Movimientos populares) <ul style="list-style-type: none"> • La efectividad de las manifestaciones y las huelgas • El poder de los sindicatos • Ejemplos de protestas sociales (eg El 15-M, las Madres de la Plaza de Mayo, ...) |
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And they are taught in this order:

	Teacher 1	Teacher 2
Autumn 1	Immigration (Volver)	Today's youth, tomorrow's citizens (LCDBA)
Autumn 2	Racism (Volver)	Monarchies and dictatorships (LCDBA)
Spring 1	Integration (Volver)	Popular movements (IRP/LCDBA)
Spring 2	(Volver)	IRP (LCDBA)
Summer 1	Revision and Exam practice	



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Unit 3.1 – Immigration			
Immigration	Grammatical reinforcement: Present, imperfect and preterite tenses; revision of compound tenses. Grammatical skills: Use of future and conditional tenses; use of pronouns and prepositions; developing range through synonyms; expressing approval and disapproval; translating the English gerund (-ing form) into Spanish. Thematic understanding: Immigration in the Spanish-speaking world; challenges faced by illegal migrants; racist and xenophobic attitudes; anti-racist measures and legislation; multiculturalism, including education and religion; influence of historical and geographical factors on migration. Strategic skills: Translation; structuring and developing arguments; tackling gap-fill exercises; listening and reading for comprehension; evaluating viewpoints and synthesising information. Other skills: Developing critical understanding of social and political debate; expressing and justifying opinions; building topic-specific vocabulary; engaging in discussion and debate.	Students build on Unit 1 Modern and Traditional Values and Unit 3 Equality Between the Sexes. They draw on Year 1 Unit 6 Hispanic Heritage and Unit 5 Regional Identity in Spain to understand cultural diversity, and on Year 2 Unit 1 Young People's Attitudes to Politics and Unit 2 Cyberspace.	Supports analysis of social and political issues across the Spanish-speaking world. Develops argumentation and evaluation skills required for A-level examinations and the IRP.



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Unit 3.2 – Racism			
Racism	Grammatical reinforcement: Present, imperfect and preterite tenses; revision of key structures for expressing opinions. Grammatical skills: Use of future and conditional tenses; use of pronouns; expressing approval and disapproval; developing range through varied vocabulary and accurate use of nouns and adjectives. Thematic understanding: Racist and xenophobic attitudes in the Spanish-speaking world; causes and historical context of racism; anti-racist measures and legislation; role of political movements and changing social attitudes; diversity within Hispanic society, including minority communities. Strategic skills: Translation; listening and reading for detail; structuring and developing arguments; evaluating viewpoints; summarising key ideas from texts. Other skills: Developing critical understanding of social issues; analysing political and media perspectives; expressing and justifying opinions; engaging in discussion and debate; building topic-specific vocabulary.	Students build on Unit 1 Modern and Traditional Values and Unit 3 Equality Between the Sexes. They draw on knowledge of cultural diversity from Unit 5 Regional Identity in Spain and Unit 6 Hispanic Heritage, and on political understanding from Year 2 Unit 1 Young People's Attitudes to Politics.	Supports analysis of wider social and political issues in the Spanish-speaking world. Develops evaluation and argumentation skills required for A-level examinations and the IRP.



Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
Unit 3.3 – Integration			
Integration	Grammatical reinforcement: Present, imperfect and preterite tenses; revision of key structures for expressing opinions and comparison. Grammatical skills: Use of future and conditional tenses; use of pronouns; developing range through synonyms; accurate use of nouns and adjectives; expressing agreement and disagreement. Thematic understanding: Integration of different cultures in Hispanic society; multiculturalism and social cohesion; role of education in integration; coexistence of different religions; challenges and benefits of cultural diversity. Strategic skills: Translation; listening and reading for comprehension; structuring and developing arguments; evaluating viewpoints; summarising key information. Other skills: Developing critical understanding of social issues; expressing and justifying opinions; engaging in discussion and debate; building topic-specific vocabulary.	Students build on Unit 1 Modern and Traditional Values and Unit 3 Equality Between the Sexes. They draw on Unit 5 Regional Identity in Spain and Unit 6 Hispanic Heritage to understand cultural diversity, and on prior work on immigration and racism.	Supports deeper analysis of multiculturalism and social cohesion in the Spanish-speaking world. Develops evaluation and discussion skills required for A-level examinations and the IRP.

Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
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Unit 4.1 – Today's youths, tomorrow's citizens

Today's youths, tomorrow's citizens	Grammatical reinforcement: Present tense; revision of structures for expressing opinions and justification. Grammatical skills: Use of the present subjunctive; use of imperatives; developing accuracy in expressing evaluation and recommendation; talking about data and trends. Thematic understanding: Young people's attitudes to politics; youth unemployment and its impact; engagement with political systems; the role of young people in shaping an ideal society in the Spanish-speaking world. Strategic skills: Summary writing; expressing and evaluating opinions; structuring and developing arguments; interpreting data and trends; listening and reading for detail. Other skills: Developing critical understanding of political issues; expressing and justifying viewpoints; engaging in discussion and debate; building topic-specific vocabulary.	Students build on Unit 5 Regional Identity in Spain and draw on Unit 1 Modern and Traditional Values and Unit 3 Equality Between the Sexes to understand social change and its impact on political attitudes.	Supports analysis of wider political and social issues across the Spanish-speaking world. Develops argumentation and evaluation skills required for A-level examinations and the IRP.
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Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
<u>Unit 4.2 – Monarchies and Dictatorships</u>			



Monarchies and Dictatorships	Grammatical reinforcement: Preterite tense; consolidation of structures for narrating past events. Grammatical skills: Use of the imperfect subjunctive; sequence of tenses; recognising and using ordinal numbers; speaking and writing about historical figures. Thematic understanding: The dictatorship of Franco and its impact on Spanish society; life under Franco's regime; transition from monarchy and republic to dictatorship and back to monarchy; comparison with Latin American dictatorships, including Chile, Argentina and Panama. Strategic skills: Reading for gist and detail; summarising factual texts; structuring and developing arguments; analysing historical and political information. Other skills: Developing critical understanding of political change; expressing and justifying opinions; engaging in discussion and debate; building topic-specific vocabulary related to history and politics.	Students build on Unit 1 Modern and Traditional Values and Unit 5 Regional Identity in Spain. They draw on understanding of social change from Year 1 and links to the study of the film and play, including historical and cultural context.	Supports analysis of political systems and historical context in other units. Develops evaluation and essay-writing skills required for A-level examinations and supports IRP themes.
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Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
<u>Unit 4.3 – Popular movements</u>			



Popular movements	Grammatical reinforcement: Consolidation of key tenses and structures for expressing opinions and argument. Grammatical skills: Developing range of vocabulary; varying sentence structure to enhance speaking and writing; improving fluency and accuracy in extended responses. Thematic understanding: Protests and strikes and their effectiveness; the role and power of trade unions; social protest movements such as the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina; impact of economic and political change on activism. Strategic skills: Translation into English; listening and reading for inference; structuring and developing arguments; analysing viewpoints and evidence. Other skills: Developing critical understanding of political and social movements; expressing and justifying opinions; engaging in discussion and debate; building topic-specific vocabulary.	Students draw on understanding of political and social change from Year 2 Unit 4 Today's Youths, Tomorrow's Citizens and Unit 5 Monarchies and Dictatorships, including knowledge of trade unions and political systems.	Supports deeper evaluation of political participation and activism. Develops argumentation, analysis and discussion skills required for A-level examinations and the IRP.
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Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
<u>Volver</u>			



Volver	Grammatical reinforcement: Consolidation of key tenses (present, perfect, imperfect, pluperfect, conditional); revision of structures for expressing opinions and evaluation. Grammatical skills: Use of the subjunctive (after expressions of emotion, doubt and necessity); use of complex sentence structures; accurate use of object pronouns; developing range and precision in analytical writing. Thematic understanding: Role of women in Spanish society; family relationships; memory and the past; secrets and repression; aspects of Spanish culture and regional identity; director's message and representation of social issues. Strategic skills: Essay writing; structuring analytical arguments; analysing film techniques (music, colour, symbolism, camera work); selecting and integrating evidence; evaluating different interpretations. Other skills: Developing critical analysis of visual texts; expressing and justifying opinions; engaging in discussion and debate; building topic-specific vocabulary; responding to exam-style questions.	Students build on Year 12 introduction to film study and analytical skills. They draw on knowledge of themes such as family, identity and society from earlier units, as well as prior experience of expressing opinions and using a range of tenses.	Preparation for A-level Paper 2 (film essay). Development of advanced analytical writing and critical evaluation. Supports comparison with literary texts and preparation for independent response in examinations.
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La casa de Bernarda Alba

La casa de Bernarda Alba	Grammatical reinforcement: Consolidation of key tenses (present, perfect, imperfect, pluperfect, conditional); revision of structures for expressing opinions and evaluation. Grammatical skills: Use of the subjunctive (after expressions of emotion, doubt and necessity); use of complex sentence structures and subordinate clauses; developing precision and range in analytical writing. Thematic understanding: Role of women in Spanish society; authority and oppression; honour and reputation; freedom and control; generational conflict; symbolism and setting; authorial message and representation of social and historical context. Strategic skills: Essay writing; structuring analytical arguments; analysing literary techniques and dramatic methods; selecting and integrating textual evidence; evaluating different interpretations. Other skills: Developing critical analysis of literary texts; expressing and justifying opinions; engaging in discussion and debate; building topic-specific vocabulary; responding to exam-style questions.	Students build on Year 12 introduction to the text and to literary analysis. They draw on prior study of themes such as family, identity and society, and on initial experience of essay writing and use of literary terminology.	Preparation for A-level Paper 2 (literature essay). Development of advanced analytical writing and critical evaluation. Supports independent interpretation and comparison with other texts and films in examination responses.
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Topic Name	Skills Developed	Previous link in curriculum	Next link in curriculum
<u>Independent Research Project</u>			



Independent Research Project	Grammatical reinforcement: Consolidation of a range of tenses and structures; revision of language for expressing opinions, justification and evaluation. Grammatical skills: Use of complex sentence structures; accurate manipulation of language to express argument, hypothesis and evaluation; developing fluency and precision in spoken Spanish. Thematic understanding: Independent study of a topic related to the Spanish-speaking world; development of in-depth knowledge and understanding of social, cultural or political issues; exploration of different perspectives and viewpoints. Strategic skills: Structuring and delivering a presentation; responding spontaneously to questions; developing and defending arguments; selecting and synthesising information from a range of sources; practising exam-style speaking tasks. Other skills: Developing independence in learning; critical thinking and evaluation; building topic-specific vocabulary; improving confidence and fluency in extended discussion.	Students build on Year 12 introduction to the IRP, including selecting a topic, conducting basic research and delivering short presentations. They draw on speaking skills developed across the course, including expressing and justifying opinions and using a range of grammatical structures.	Preparation for A-level Paper 3 (speaking examination), including presentation and discussion of the IRP topic. Supports development of spontaneous speaking, argumentation and critical evaluation required for success in the final examination.
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