



| Topic name | Term | Skills developed | Prior learning | Next link in curriculum |
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| <p>A case study of La Casa de Bernarda Alba</p> | Sept – Oct | <p>Engaging with literary texts for comprehension activities</p> <p>Review of exam skills</p> <p>How to improve essay writing: checking the content, organisation, use of complex grammar and inclusion of vocabulary for the purpose of discussion.</p> <p>How to write introductions and conclusions</p> | <p>Linking back to the study of the film.</p> <p>How to study the plot, the themes, characters, the author techniques and style, and to use prior knowledge of life during Franco’s Spain</p> <p>How to write an essay: setting out the argument, developing it with evidence and concluding</p> | <p>Studying the vocabulary of literature.</p> <p>How to analyse the plot, the themes, the characters, the author’s techniques and style, and historical and social environment.</p> |
| <p>Young people and their attitude to politics: Discuss the importance of politics in young people’s lives</p> <p>Youth unemployment: Understand why their attitude to politics is changing</p> <p>Ideal Society: Describe and discuss the type of society young people in the Hispanic world want to live in</p> | Sept – Oct | <p>Use a variety of negative expressions</p> <p>Talk about data and trends</p> <p>Express an opinion or evaluation</p> <p>Summary writing</p> <p>Core grammar: Use the present subjunctive Use imperatives Use the perfect subjunctive</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 Unit 5 Regional Identity in Spain.</p> <p>They will be able to enhance the knowledge acquired in Unit 1 Modern and traditional Values and Unit 3 Equality Between the Sexes of the advances in Spanish society to inform their understand of how democracy is working.</p> | <p>Students will be able to discuss the concerns that Spaniards have about income inequalities, job opportunities and the political system and recent corruption scandals.</p> |
| <p>Immigration in the Spanish world: Discuss the positive and negative aspects of immigration</p> <p>Illegal immigration: Discuss what problems illegal migrants might face</p> <p>Racist and xenophobic attitudes:</p> | <p>Oct – Dec</p> <p>Jan - Feb</p> | <p>Core grammar:</p> <p>Form and use the present tense</p> <p>Revise the imperfect and preterite tenses</p> <p>Revision of compound tenses.</p> | <p>Students should be able to build upon the skills, grammar and vocabulary from Unit 1 Modern and Traditional Values and Unit 3 Equality of the Sexes.</p> <p>Students will be able to enhance the knowledge acquired in Year 1 Unit 1 Traditional and Modern</p> | <p>Students will learn about those sectors of Spanish society which oppose immigration and those who recognise the importance of immigration to tackle Spain’s declining population and fertility rate.</p> |



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| <p>Describe and discuss racist and xenophobic attitudes in the Spanish-speaking world</p> <p>Anti racist measures and legislation: Understand and discuss measures to combat racism and their effectiveness. Existing legislation against racism and possible new legislation</p> <p>Multiculturalism: Understand and describe the different ways cultures integrate in Hispanic society</p> <p>Education: Understand and describe the issues surrounding the integration of different cultures within the sphere of education</p> <p>Religion: Understand and describe the coexistence of various religions in the Hispanic world</p> | <p>Feb - Mar</p> | <p>Use conditional tenses Use future tenses</p> <p>Form and use prepositions</p> <p>Use pronouns</p> <p>Vary vocabulary by using synonyms</p> <p>Improve use of nouns and adjectives</p> <p>Express approval/disapproval</p> <p>Translate the English gerund (-ing form) into Spanish</p> <p>Tackling gap-fill exercises</p> <p>Vary sentence structure to enhance Writing</p> <p>Structure an argument</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>Values and Unit 6 Hispanic Heritage to appreciate how the close ties of language, culture and history that Spain and Latin America share and Spain’s close proximity to North Africa have informed the political dialogue on immigration.</p> <p>Students will be able to enhance their appreciation of Spanish politics and unemployment from Year 2 Unit 1 Young People’s attitudes to politics and the role of fake news to influence public opinion about immigrants from Year 1 Unit 2 Cyberspace.</p> | <p>Students will understand how racism in Spain can be traced to any historical era in which there has been social and political upheaval or economic instability. They will learn about the evolution of racist and xenophobic and other forms of intolerance and the changing political conversation and landscape with the rise of the extreme right: VOX.</p> <p>Students will be draw in their knowledge of the diversity of Hispanic society from Unit 5 regional Identity in Spain to learn about the history of and the attitudes towards the Romani and Gitano communities</p> |
| <p>Monarchy and Dictatorship</p> <p>Dictatorship of Franco: Understand the impact of the civil war Discuss life under Franco’s dictatorship</p> <p>Restauration of the monarchy Describe and discuss the changes from</p> | <p>Oct – Dec</p> <p>Jan - Feb</p> | <p>Core Grammar: Revise the preterite Tense</p> <p>Form and use the imperfect subjunctive</p> <p>Use a sequence of Tenses</p> <p>Speak or write about a historical personality</p> <p>Recognise and use ordinal numbers</p> | <p>Students should be able to build upon the skills, grammar and vocabulary from Unit 1 Modern and Traditional Values and Unit 5 Regional Identity in Spain.</p> <p>Students will draw on their understanding of the changes in Spanish society from Year 1 Unit 1 Modern and Traditional Values and Year 2 Unit 4 Young People of Today and Citizens of Tomorrow and the historical and social context of the study of the film and the play.</p> | <p>Students will analyse Spain’s shift from a dictatorship to democracy which was strongly influenced by the Second Republic, evidenced in the play.</p> <p>Compare Spain’s peaceful political transition with the the emergence of Latin American countries from dictatorship to democracy</p> |



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| <p>monarchy and republic to dictatorship. Describe the transition from dictatorship to monarchy</p> <p>Latin American dictatorships Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina</p> | | <p>Read for gist for comprehension Summarising a factual text</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>Popular Movements Protests and strikes: Consider and discuss how effective protests and strikes are</p> <p>Power of the unions: Describe and discuss the power of trade unions</p> <p>Social protests: Consider and discuss the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina</p> | <p>Mar - April</p> | <p>Develop and use a wider vocabulary</p> <p>Vary sentence structure to enhance speaking</p> <p>Infer meaning from listening and Reading Translation into English</p> | <p>Students will draw on their understanding of the political and social changes in Spanish society from Year 2 Unit 4 Young People of Today and Citizens of Tomorrow and Year 2 Unit and Unit 5 Monarchies and Dictatorships to build on their understanding of the evolution of the trade union movement in Spain.</p> | <p>Students will understand how trade unions consolidated their position in Spain and what the challenges they are facing following the financial crisis of 2008 .</p> |
| <p>A revision of El Laberinto del Fauno and La Casa de Bernarda Alba</p> <p>IRP</p> | <p>April -May</p> | <p>Review of essay writing skills</p> | <p>Draw on expert knowledge of Spanish political and social history from Year 2 Units 4 and 5 to give context to the film and the play. Review IRP to prepare for the oral examination.</p> | |