CEIAG:



Developing Life Ready Learners

## Subject Area: Y12 Spanish

**Curriculum Intent:** The Spanish A-level curriculum at Trinity Sixth Form Academy aims to equip students with the passion and desire to communicate in Spanish for both academic, professional and personal purposes, both orally and in writing. The depth and breadth of this course will provide the knowledge, skills and virtues for both examinations and an undergraduate degree, with the aim of adding value on a regional, national and international scale. Language is the road map of a culture. It tells you where its people come from and where they are going. – Rita Mae Brown. The course is designed to ensure that students realise, that as bilingual global citizens, fluency in a second language, or as polyglots, will maintain high academic and professional standards, as well as the confidence to make informed life choices. Researching Spain and the Spanish speaking world will not only expose students to authentic materials to broaden cultural horizons, but will provide the insight to make links with other subjects and understand the value of civic virtues through critical thinking, independent study, summary, inference and direct translation, to and from the Spanish language. The speaking, listening, reading and writing components, through the medium of text, audio, film and authentic materials allow students to access historical, political and artistic contexts, as well as literary eras to communicate effectively in Spanish and ignite curiosity to read foreign literature and current affairs. Students participate in immersive Spanish extra-curricular enrichment activities that support their linguistic and personal progress. Their ability to communicate powerfully, confidently and effectively, will enhance their ability to successfully provide a service in their chosen field, as well as being considered an asset to the wider community.

Dates	Content	Assessment	Rationale
	Social issues and trends/Artistic culture	Week 2 Grammar audit	Y12 – 6 topics and student IRP topic. Paper 1 L/R/S/T exercises, Paper 2 essays and Paper
	Topics – los valores tradicionales y modernos/el ciberespacio	PC1 Paper 1 Listening/Reading/Summary/Translation	ensuring ample content coverage and the opportunity for spaced repetition testing and
	Knowledge and skills – manageable, to avoid cognitive overload.	Paper 3 Speaking card	Building on core GCSE content, students acquire more complex language to expand sent
	Paper 1 Vocabulary/Grammar/Tenses, regular/irregular verbs, including:	Weekly spaced repetition test	vocabulary. An integrated course for students progressing to further study and future en
<b>T</b> 4	Accurate conjugation/Use of hay que in all tenses	Ind. learning 5 hrs	promoting a range of transferable skills, confident communication, grammatical accurac
Term 1	Nouns – articles/genders m/f/s/pl/plural of male/female pairs	Ad hoc vocabulary testing on a range of topics	and trends include the changing role of family and cyber society. Skills include topic inte
	Agreements – adjective agreement/agreement of verb and	Ad hoc grammar/conjugation testing	world, using authentic sources, complex language, exam technique/writing technique/r
	subject/comparative/superlative	Extended weekly homework on Paper 1, Paper 2 and	exploring historical, political and moral Spanish Civil War themes. Microsoft Teams is us
	Possessive/demonstrative adjectives CEIAG: Useful for	Paper 3 skills including an essay	metacognitive spaced rep testing, self, peer and teacher assessed work. Students resear
	Negation education/translation/interpreting/huma		statistics/graphs/images and record accurate language and content. Class Notebook/Co
	Listening/Reading/Summary		and oracy. Educational research, more specifically Allan Paivio's Dual Coding Theory, ha
	Translation $\rightarrow$ Spanish national and European scales as well as		spontaneous speech and accurate written work.
	Translation $\rightarrow$ English linked to the Spanish speaking world.		
	Paper 2		
	Film – El laberinto del fauno. Complex language and critical thinking skills		
	Paper 3 Speaking – card/IRP/conversation/Summarising information, presenting		
	information and spontaneous speech		
	Social issues and trends/Artistic culture	PC Paper 1 Listening/Reading/Summary/Translation	Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic,
	Topics – La igualdad de los sexos/la influencia de los ídolos	Paper 2 short essay	Students acquire more complex language to expand sentences, using context-depender
	Knowledge and skills – manageable, to avoid cognitive overload.	Paper 3 Speaking card	language, culture and society, promoting a range of transferable skills, including confide
Term 2	Paper 1 Vocabulary/Grammar/Revision of adjective/noun agreements/Adjectives as	Weekly spaced repetition test	research skills and creativity. Topics include gender equality and the influence of celebr
	adverbs/Adverbs/Numerals/Prepositions – simple and complex – por/para	Ind. learning 5 hrs	implications on the francophone world, using authentic sources, complex language, exa
	Hybrid tenses/Verbal paraphrases/Understanding questions/Pronouns/Conjunctions	Ad hoc vocabulary testing on a range of topics	structure, critical analysis and film context, exploring historical, political and moral Span
	Listening/Reading/Summary	Ad hoc grammar/conjugation testing	Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and tea
	Translation $\rightarrow$ Spanish	Extended weekly homework on Paper 1, Paper 2 and	to enhance cultural capital, analyse statistics/graphs/images and record accurate langua
	Translation $\rightarrow$ English	Paper 3 skills including an essay	are used to present ideas, display creative projects, or university led competition entries
	Paper 2 Film – El laberinto del fauno. Complex language/critical thinking		
	Paper 3 Speaking – card/IRP/conversation/Summarising information, presenting		
	information and spontaneous speech.		
	Social issues and trends/Artistic culture	PC Paper 1 Listening/Reading/Summary/Translation	Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic,
Term 3	Topics – La identidad regional en España/el patrimonio cultural	Paper 2 short essay	More complex language to expand sentences, using context-dependent verbs and topic
Term 5	Knowledge and skills – manageable, to avoid cognitive overload.		society, promoting a range of transferable skills, including confident communication, gra
	<b>Paper 1</b> Vocabulary/Grammar/Phrasing questions/DOP/IOP/Use of the infinitive, the gerund and the past participle/Conjunctions/Accurate conjugations especially of	Weekly spaced PS/CV's: International repetition test volunteering opportunities	creativity, valuable to both the individual and society. Artistic cultural topics include Spatial interdependencies and the wider implications on the francophone world, using authent
	hybrid tenses/Adjective and verb agreements/Commands/ Subjunctives	i i i i i i i i i i i i i i i i i i i	technique – major/minor errors, PEE structure, critical analysis and film context, explori
	Listening/Reading/Summary	Ad hoc vocabulary testing on a range of topics	Microsoft Teams used for teaching and Self-Regulated Learning (SLR), using metacognit
	Translation $\rightarrow$ Spanish	Ad hoc grammar/conjugation testing	Students research topic specific content to enhance cultural capital, analyse statistics/g
	Translation $\rightarrow$ English	Extended weekly homework on Paper 1, Paper 2 and	Class Notebook and Collaboration Space are used to present ideas, facilitating a high lev
	Paper 2 Film – El laberinto del fauno. Complex language/critical thinking	Paper 3 skills including an essay	Allan Paivio's Dual Coding Theory, has revolutionised language teaching and learning, er
	Paper 3 Speaking – card/IRP/conversation/Summarising information, presenting		
	information and spontaneous speech.		
Tarm 1	All six topics completed by February half term.	PC Paper 1 Listening/Reading/Summary/Translation	Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. More complex language
Term 4	Topics, vocabulary and content to be interleaved within Paper 1, Paper 2 and Paper	Paper 2 short essay/Paper 3 Speaking card	topic specific vocabulary, with a focus on language, culture and society, promoting a ran
	3 supporting activities. Engaging real wold links to actively use the content covered	Weekly spaced repetition test/Ind. learning 5 hrs	grammatical accuracy, critical thinking, research skills and creativity. Skills include topic
	so far. Enhanced research skills and credible source searches to support project work	Ad hoc vocabulary testing on a range of topics	francophone world, using authentic sources, complex language, exam technique/writing
	and the Paper 3 IRP. Grammar: Tenses, complex verbs and hybrids. Revise the	Ad hoc grammar/conjugation testing	analysis and film context, exploring historical, political and moral Spanish Civil War then
	Subjunctive/Understanding verbs in context. Time expressions with hace/hacía and	Extended weekly homework on Paper 1, Paper 2 and	Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed v
	desde hace/hacía/Cleft sentences/fillers/DOP/IOP/Adverbs/Prepositions	Paper 3 skills including an essay.	cultural capital, analyse statistics/graphs/images and record accurate language and cont
Term 5	Past paper questions. Topics, vocabulary and content to be interleaved within Paper	Paper 1 Listening/Reading/Summary/Translation	Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. More complex language
ienn 5	1, Paper 2 and Paper 3 supporting activities. Engaging real wold links to actively use	Paper 2 essay/Paper 3 Speaking card	topic specific vocabulary, with a focus on language, culture and society, promoting a ran
	the content covered so far. Enhanced research skills and credible source searches to	Weekly spaced repetition test/Ind. learning 5 hrs	grammatical accuracy, critical thinking, research skills and creativity
	support project work and the Paper 3 IRP. Context, themes, characters, tone,	Ad hoc vocabulary testing on a range of topics	Storybird and university led essay competitions. Flash fiction.
	language and broader issues. Grammar revision using literary texts to revise tenses	Ad hoc grammar/conjugation testing. Extended	
	and conjugations, including mood and voice.	homework.	
Term 6	Paper 1 past paper questions. Paper 2 Film/Text – El laberinto del fauno, La casa de	PC exam Paper 1, Paper 2, Paper 3	Consolidation and revision. Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speal
Termo	Bernarda Alba. Complex language/critical thinking. Paper 3 Speaking. Grammar	Weekly spaced repetition test/Ind. learning 5 hrs	context-dependent verbs and topic specific vocabulary, focus on language, culture and s

aper 3 Speaking. Three weeks per topic, 2 topics per term, nd interleaving.

entences, using context-dependent verbs and topic specific e employment, with a focus on language, culture and society, racy, critical thinking, research skills and creativity. Social issues interdependencies and the wider implications on the francophone e/major/minor errors, PEE structure, critical analysis, film context, used for teaching and Self-Regulated Learning (SLR), using earch topic specific content to enhance cultural capital, analyse Collaboration Space are used to present ideas, facilitating literacy has revolutionised language teaching and learning, encouraging

> PS/CV's: Students participate in immersive extracurricular events benefitting the wider community The European Dav of Languages – 26<sup>th</sup> September

ic, 2 topics per term.

dent verbs and topic specific vocabulary, with a focus on ident communication, grammatical accuracy, critical thinking, brities. Skills include topic interdependencies and the wider xam technique/writing technique – major/minor errors, PEE vanish Civil War themes. Microsoft Teams used for teaching and teacher assessed work. Students research topic specific content guage and content. The Class Notebook and Collaboration Space ries, facilitating literacy and oracy.

CEIAG: Term 4, 5, 6 guest speakers and industry links/employer delivering a task related to the

ic, 2 topies per term:

pic specific vocabulary, with a focus on language, culture and grammatical accuracy, critical thinking, research skills and Spanish regional identities and heritage. Skills include topic entic sources, complex language, exam technique/writing oring historical, political and moral Spanish Civil War themes. nitive spaced rep testing, self, peer and teacher assessed work. /graphs/images and record accurate language and content. The level of literacy and oracy. Educational research, more specifically encouraging spontaneous speech and accurate written work.

age to expand sentences, using context-dependent verbs and range of transferable skills, including confident communication, bic interdependencies and the wider implications on the ting technique – major/minor errors, PEE structure, critical memes. Microsoft Teams used for teaching and Self-Regulated ed work. Students research topic specific content to enhance ontent.

age to expand sentences, using context-dependent verbs and range of transferable skills, including confident communication.

CEIAG: Term 4,5,6 Guest speakers and industry links/employer delivering a task related to the content

eaking. More complex language to expand sentences, using d society, range of transferable skills, including confident Storybird and university led essay competitions. Flash fiction.

## Subject Area: Y13 Spanish



## Developing Life Ready Learners

**Curriculum Intent:** The Spanish A-level curriculum at Trinity Sixth Form Academy aims to equip students with the passion and desire to communicate in Spanish for both academic, professional and personal purposes, both orally and in writing. The depth and breadth of this course will provide the knowledge, skills and virtues for both examinations and an undergraduate degree, with the aim of adding value on a regional, national and international scale. Language is the road map of a culture. It tells you where its people come from and where they are going. – Rita Mae Brown. The course is designed to ensure that students realise, that as bilingual global citizens, fluency in a second language, or as polyglots, will maintain high academic and professional standards, as well as the confidence to make informed life choices. Researching Spain and the Spanish speaking world will not only expose students to authentic materials to broaden cultural horizons, but will provide the insight to make links with other subjects and understand the value of civic virtues through critical thinking, independent study, summary, inference and direct translation, to and from the Spanish language. The speaking, listening, reading and writing components, through the medium of text, audio, film and authentic materials allow students to access historical, political and artistic contexts, as well as literary eras to communicate effectively in Spanish and ignite curiosity to read foreign literature and current affairs. Students participate in immersive Spanish extra-curricular enrichment activities that support their linguistic and personal progress. Their ability to communicate powerfully, confidently and effectively, will enhance their ability to successfully provide a service in their chosen field, as well as being considered an asset to the wider community.

Dates	Content	Assessment	Rationale
Term 1	Social issues and trends         Topics – La inmigración/el racismo         Knowledge and skills – manageable, to avoid cognitive overload.         Paper 1 Vocabulary/Grammar/Tenses, regular/irregular verbs, including:         Accurate conjugation especially of hybrid tenses and Subjunctive.         Use of hay que in all tenses/Nouns – articles/genders m/f/s/pl/plural of male/female         pairs/Agreements – adjective agreement/agreement of verb and         subject/comparative/superlative         Possessive/demonstrative adjectives         Listening/Reading/Summary         Translation → Spanish         Translation → English         Paper 2Film – El laberinto del fauno. Text: la casa de Bernarda Alba. Complex         language and critical thinking skills         Paper 3 Speaking – card/IRP/conversation/Summarising information, presenting	PC1 Paper 1 Listening/Reading/Summary/Translation Paper 3 Speaking card and IRP Weekly spaced repetition test Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics Ad hoc grammar/conjugation testing Extended weekly homework on Paper 1, Paper 2 and Paper 3 skills including an essay PS/CV's: Students participate in immersive extra- curricular events benefitting the wider community. The European Dav of Languages – 26 <sup>th</sup> September	Y13 – 6 topics and student IRP topic. Paper 1 L/R/S/T exercises, Paper 2 essays an ensuring ample content coverage and the opportunity for spaced repetition testin Building on core GCSE content, students acquire more complex language to expar vocabulary. An integrated course for students progressing to further study and fu society, promoting a range of transferable skills, confident communication, gramr Social issues and trends include immigration and racism. Skills include topic interce speaking world, using authentic sources, complex language, exam technique/writt analysis, film context, exploring historical, political and moral Spanish Civil War th for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep te topic specific content to enhance cultural capital, analyse statistics/graphs/image. Notebook/Collaboration Space are used to present ideas, facilitating literacy and Dual Coding Theory, has revolutionised language teaching and learning, encourag
Term 2	Information and spontaneous speech         Social issues and trends         Topics – La convivencia/jóvenes de hoy, ciudadanos del mañana         Knowledge and skills – manageable, to avoid cognitive overload.         Paper 1 Vocabulary/Grammar/ Revision of adjective/noun agreements/Adjectives as adverbs/Adverbs/Numerals/Negation/Prepositions – simple and complex – por/para/Subjunctive constructions in spoken and written work/Voice/Mood         Hybrid tenses/Verbal paraphrases/Conjunctions/Understanding questions/Pronouns         Listening/Reading/Summary         Translation → Spanish         Translation → English         Paper 2 Film – El laberinto del fauno. Text - La casa de Bernarda Alba. Complex         language/critical thinking         Paper 3 Speaking – card/IRP/conversation/Summarising information, presenting information and spontaneous speech.	PC2 Trial Exam Paper 1 Listening/Reading/Summary/Translation Paper 2 essays Paper 3 Speaking card, IRP and conversation Weekly spaced repetition test Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics Ad hoc grammar/conjugation testing Extended weekly homework on Paper 1, Paper 2 and Paper 3 skills including an essay	Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per Students acquire more complex language to expand sentences, using context-dep language, culture and society, promoting a range of transferable skills, including c thinking, research skills and creativity. Topics include integration and today's yout and the wider implications on the Spanish-speaking world, using authentic source major/minor errors, PEE structure, critical analysis and film context, exploring hist oppression of women. Microsoft Teams used for teaching and Self-Regulated Lean and teacher assessed work. Students research topic specific content to enhance of accurate language and content. The Class Notebook and Collaboration Space are of led competition entries, facilitating literacy and oracy.
Term 3	Social issues and trends         Topics - Monarquías y dictaduras/movimientos populares         Knowledge and skills - manageable, to avoid cognitive overload.         Paper 1 Vocabulary/Grammar/ Subjunctives/Using tenses in the correct context/         Phrasing questions/DOP/IOP/Use of the infinitive, the gerund, past         participle/Conjunctions/hybrid tenses/Moods/Adjective and verb         agreements/Commands.         Listening/Reading/Summary         Translation → Spanish         Translation → English         Paper 2 Film - El laberinto del fauno. Text - La casa de Bernarda Alba. Complex         language/critical thinking         Paper 3 Speaking - card/IRP/conversation/Summarising information, presenting         information and spontaneous speech.	Paper 1 Listening/Reading/Summary/Translation Paper 2 essays Paper 3 Speaking card, IRP and conversation Weekly spaced repetition test Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics Ad hoc grammar/conjugation testing Extended weekly homework on Paper 1, Paper 2 and Paper 3 skills including an essay PS/CV's: International volunteering opportunities	Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per sentences, using context-dependent verbs and topic specific vocabulary, with a for transferable skills, including confident communication, grammatical accuracy, crit the individual and society. Social issues and trends include monarchies and dictate interdependencies and the wider implications on the francophone world, using at technique – major/minor errors, PEE structure, critical analysis and film context, et themes and the oppression of women. Microsoft Teams used for teaching and Sel testing, self, peer and teacher assessed work. Students research topic specific constatistics/graphs/images and record accurate language and content. The Class Nor facilitating a high level of literacy and oracy. Educational research, more specifical language teaching and learning, encouraging spontaneous speech and accurate w
Term 4	All six topics will have been completed by February half term. All 12 Y12/13 topics to consolidated via spaced rep testing and retrieval, as well as interleaving. Topics, vocabulary and content to be interleaved within Paper 1, Paper 2 and Paper 3 supporting activities. Engaging real world links to actively use the content covered so far. Enhanced research skills and credible source searches to support project work and the Paper 3 IRP. Grammar revision, personalised according to student needs.	PC4 Paper 1 Listening/Reading/Summary/Translation Paper 2 essays/Paper 3 Speaking card, IRP and conversation Weekly spaced repetition test/Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics Ad hoc grammar/conjugation testing Extended weekly homework on Paper 1, Paper 2 and Paper 3 skills including an essay.	Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. More complex la and topic specific vocabulary, with a focus on language, culture and society, prom communication, grammatical accuracy, critical thinking, research skills and creativ implications on the Spanish-speaking world, using authentic sources, complex lan errors, PEE structure, critical analysis and film context, exploring historical, politic Microsoft Teams used for teaching and Self-Regulated Learning (SLR), using meta work. Students research topic specific content to enhance cultural capital, analys
Term 5	Paper 1, Paper 2 and 3 past paper questions         Paper 2       Film/Text – El laberinto del fauno/La casa de Bernarda Alba. Complex         language/critical thinking.       Paper 3 Speaking card, IRP and conversation.         Topics, vocabulary and content interleaved within Paper 1, Paper 2 and Paper 3         supporting activities.       Engaging real wold links. Enhanced research skills and credible sources to support Paper 3 IRP and spontaneous conversation.	PC5/EXAM Paper 1 Listening/Reading/Summary/Translation Paper 2 essays/Paper 3 Speaking card, IRP and conversation Weekly spaced repetition test/Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics Ad hoc grammar/conjugation testing. Extended homework on Paper 1, Paper 2 and Paper 3 skills including an essay.	Exam preparation, consolidation and revision. Paper 1 L/R/S/T exercises, Paper 2 expand sentences, using context-dependent verbs and topic specific vocabulary, range of transferable skills, including confident communication, grammatical accu
Term 6	N/A		

and Paper 3 Speaking. Three weeks per topic, 2 topics per term, sting and interleaving.

pand sentences, using context-dependent verbs and topic specific future employment, with a focus on language, culture and mmatical accuracy, critical thinking, research skills and creativity. erdependencies and the wider implications on the Spanishrriting technique/major/minor errors, PEE structure, critical themes and the oppression of women. Microsoft Teams is used testing, self, peer and teacher assessed work. Students research ges and record accurate language and content. Class and oracy. Educational research, more specifically Allan Paivio's raging spontaneous speech and accurate written work.

per topic, 2 topics per term.

dependent verbs and topic specific vocabulary, with a focus on g confident communication, grammatical accuracy, critical outh, tomorrow's citizens. Skills include topic interdependencies rces, complex language, exam technique/writing technique – historical, political and moral Spanish Civil War themes and the earning (SLR), using metacognitive spaced rep testing, self, peer ce cultural capital, analyse statistics/graphs/images and record re used to present ideas, display creative projects, or university

er topic, 2 topics per term. More complex language to expand a focus on language, culture and society, promoting a range of critical thinking, research skills and creativity, valuable to both tatorships and popular movements. Skills include topic g authentic sources, complex language, exam technique/writing t, exploring historical, political and moral Spanish Civil War Self-Regulated Learning (SLR), using metacognitive spaced rep content to enhance cultural capital, analyse Notebook and Collaboration Space are used to present ideas,

cally Allan Paivio's Dual Coding Theory, has revolutionised

CEIAG: Guest speakers and alumni advocates discussing courses and employment options

clanguage to expand sentences, using context-dependent verbs omoting a range of transferable skills, including confident ativity. Skills include topic interdependencies and the wider language, exam technique/writing technique – major/minor itical and moral Spanish Civil War themes and oppression.
etacognitive spaced rep testing, self, peer and teacher assessed lyse statistics/graphs/images and record accurate content.
<sup>2</sup> 2 essays and Paper 3 Speaking. More complex language to y, with a focus on language, culture and society, promoting a ccuracy, critical thinking, research skills and creativity.

CEIAG: Term 4,5, 6 Guest speakers and industry links, including international internships.