

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
Term 1	<p>Social issues and trends/Artistic culture Topics – los valores tradicionales y modernos/el ciberespacio Knowledge and skills – manageable, to avoid cognitive overload. Paper 1 Vocabulary/Grammar/Tenses, regular/irregular verbs, including: Accurate conjugation/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 Negation Listening/Reading/Summary Translation → Spanish Translation → English 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</p> <p>CEIAG: Useful for education/translation/interpreting/humanitarian aid/policy/legal fields on both national and European scales as well as linked to the Spanish speaking world.</p>	<p>Week 2 Grammar audit PC1 Paper 1 Listening/Reading/Summary/Translation Paper 3 Speaking card 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</p>	<p>Y12 – 6 topics and student IRP topic. Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic, 2 topics per term, ensuring ample content coverage and the opportunity for spaced repetition testing and interleaving. Building on core GCSE content, students acquire more complex language to expand sentences, using context-dependent verbs and topic specific vocabulary. An integrated course for students progressing to further study and future employment, with a focus on language, culture and society, promoting a range of transferable skills, confident communication, grammatical accuracy, critical thinking, research skills and creativity. Social issues and trends include the changing role of family and cyber society. Skills include topic interdependencies and the wider implications on the francophone world, using authentic sources, complex language, exam technique/writing technique/major/minor errors, PEE structure, critical analysis, film context, exploring historical, political and moral Spanish Civil War themes. Microsoft Teams is used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content. Class Notebook/Collaboration Space are used to present ideas, facilitating literacy and oracy. Educational research, more specifically Allan Paivio's Dual Coding Theory, has revolutionised language teaching and learning, encouraging spontaneous speech and accurate written work.</p> <p>PS/CV's: Students participate in immersive extra-curricular events benefitting the wider community. The European Day of Languages – 26th September</p>
Term 2	<p>Social issues and trends/Artistic culture Topics – La igualdad de los sexos/la influencia de los ídolos Knowledge and skills – manageable, to avoid cognitive overload. Paper 1 Vocabulary/Grammar/Revision of adjective/noun agreements/Adjectives as adverbs/Adverbs/Numerals/Prepositions – simple and complex – por/para Hybrid tenses/Verbal paraphrases/Understanding questions/Pronouns/Conjunctions Listening/Reading/Summary Translation → Spanish Translation → English Paper 2 Film – El laberinto del fauno. Complex language/critical thinking Paper 3 Speaking – card/IRP/conversation/Summarising information, presenting information and spontaneous speech.</p>	<p>PC Paper 1 Listening/Reading/Summary/Translation Paper 2 short essay Paper 3 Speaking card 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</p>	<p>Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic, 2 topics per term. Students acquire more complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity. Topics include gender equality and the influence of celebrities. Skills include topic interdependencies and the wider implications on the francophone world, using authentic sources, complex language, exam technique/writing technique – major/minor errors, PEE structure, critical analysis and film context, exploring historical, political and moral Spanish Civil War themes. Microsoft Teams used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content. The Class Notebook and Collaboration Space are used to present ideas, display creative projects, or university led competition entries, facilitating literacy and oracy.</p> <p>CEIAG: Term 4, 5, 6 guest speakers and industry links/employer delivering a task related to the content</p>
Term 3	<p>Social issues and trends/Artistic culture Topics – La identidad regional en España/el patrimonio cultural Knowledge and skills – manageable, to avoid cognitive overload. Paper 1 Vocabulary/Grammar/Phrasing questions/DOP/IOP/Use of the infinitive, the gerund and the past participle/Conjunctions/Accurate conjugations especially of hybrid tenses/Adjective and verb agreements/Commands/ Subjunctives Listening/Reading/Summary Translation → Spanish Translation → English Paper 2 Film – El laberinto del fauno. Complex language/critical thinking Paper 3 Speaking – card/IRP/conversation/Summarising information, presenting information and spontaneous speech.</p>	<p>PC Paper 1 Listening/Reading/Summary/Translation Paper 2 short essay Paper 3 Speaking card 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</p> <p>PS/CV's: International volunteering opportunities</p>	<p>Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic, 2 topics per term. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity, valuable to both the individual and society. Artistic cultural topics include Spanish regional identities and heritage. Skills include topic interdependencies and the wider implications on the francophone world, using authentic sources, complex language, exam technique/writing technique – major/minor errors, PEE structure, critical analysis and film context, exploring historical, political and moral Spanish Civil War themes. Microsoft Teams used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content. The Class Notebook and Collaboration Space are used to present ideas, facilitating a high level of literacy and oracy. Educational research, more specifically Allan Paivio's Dual Coding Theory, has revolutionised language teaching and learning, encouraging spontaneous speech and accurate written work.</p>
Term 4	<p>All six topics completed by February half term. 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: Tenses, complex verbs and hybrids. Revise the Subjunctive/Understanding verbs in context. Time expressions with hace/hacia and desde hace/hacia/Cleft sentences/fillers/DOP/IOP/Adverbs/Prepositions</p>	<p>PC Paper 1 Listening/Reading/Summary/Translation Paper 2 short essay/Paper 3 Speaking card 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.</p>	<p>Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity. Skills include topic interdependencies and the wider implications on the francophone world, using authentic sources, complex language, exam technique/writing technique – major/minor errors, PEE structure, critical analysis and film context, exploring historical, political and moral Spanish Civil War themes. Microsoft Teams used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content.</p>
Term 5	<p>Past paper questions. 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. Context, themes, characters, tone, language and broader issues. Grammar revision using literary texts to revise tenses and conjugations, including mood and voice.</p>	<p>Paper 1 Listening/Reading/Summary/Translation Paper 2 essay/Paper 3 Speaking card Weekly spaced repetition test/Ind. learning 5 hrs Ad hoc vocabulary testing on a range of topics Ad hoc grammar/conjugation testing. Extended homework.</p>	<p>Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity Storybird and university led essay competitions. Flash fiction.</p> <p>CEIAG: Term 4,5,6 Guest speakers and industry links/employer delivering a task related to the content</p>
Term 6	<p>Paper 1 past paper questions. Paper 2 Film/Text – El laberinto del fauno, La casa de Bernarda Alba. Complex language/critical thinking. Paper 3 Speaking. Grammar revision including tense/mood/ voice</p>	<p>PC exam Paper 1, Paper 2, Paper 3 Weekly spaced repetition test/Ind. learning 5 hrs</p>	<p>Consolidation and revision. Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, focus on language, culture and society, range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity. Storybird and university led essay competitions. Flash fiction.</p>

Subject Area: Y13 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
Term 1	<p>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 2 Film – 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 information and spontaneous speech</p>	<p>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</p> <p>PS/CV's: Students participate in immersive extra-curricular events benefitting the wider community. The European Day of Languages – 26th September</p>	<p>Y13 – 6 topics and student IRP topic. Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic, 2 topics per term, ensuring ample content coverage and the opportunity for spaced repetition testing and interleaving. Building on core GCSE content, students acquire more complex language to expand sentences, using context-dependent verbs and topic specific vocabulary. An integrated course for students progressing to further study and future employment, with a focus on language, culture and society, promoting a range of transferable skills, confident communication, grammatical accuracy, critical thinking, research skills and creativity. Social issues and trends include immigration and racism. Skills include topic interdependencies and the wider implications on the Spanish-speaking world, using authentic sources, complex language, exam technique/writing technique/major/minor errors, PEE structure, critical analysis, film context, exploring historical, political and moral Spanish Civil War themes and the oppression of women. Microsoft Teams is used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content. Class Notebook/Collaboration Space are used to present ideas, facilitating literacy and oracy. Educational research, more specifically Allan Paivio's Dual Coding Theory, has revolutionised language teaching and learning, encouraging spontaneous speech and accurate written work.</p>
Term 2	<p>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.</p>	<p>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</p>	<p>Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic, 2 topics per term. Students acquire more complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity. Topics include integration and today's youth, tomorrow's citizens. Skills include topic interdependencies and the wider implications on the Spanish-speaking world, using authentic sources, complex language, exam technique/writing technique – major/minor errors, PEE structure, critical analysis and film context, exploring historical, political and moral Spanish Civil War themes and the oppression of women. Microsoft Teams used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content. The Class Notebook and Collaboration Space are used to present ideas, display creative projects, or university led competition entries, facilitating literacy and oracy.</p>
Term 3	<p>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.</p>	<p>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</p> <p>PS/CV's: International volunteering opportunities</p>	<p>Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. Three weeks per topic, 2 topics per term. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity, valuable to both the individual and society. Social issues and trends include monarchies and dictatorships and popular movements. Skills include topic interdependencies and the wider implications on the francophone world, using authentic sources, complex language, exam technique/writing technique – major/minor errors, PEE structure, critical analysis and film context, exploring historical, political and moral Spanish Civil War themes and the oppression of women. Microsoft Teams used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate language and content. The Class Notebook and Collaboration Space are used to present ideas, facilitating a high level of literacy and oracy. Educational research, more specifically Allan Paivio's Dual Coding Theory, has revolutionised language teaching and learning, encouraging spontaneous speech and accurate written work.</p> <p>CEIAG: Guest speakers and alumni advocates discussing courses and employment options</p>
Term 4	<p>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.</p>	<p>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.</p>	<p>Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity. Skills include topic interdependencies and the wider implications on the Spanish-speaking world, using authentic sources, complex language, exam technique/writing technique – major/minor errors, PEE structure, critical analysis and film context, exploring historical, political and moral Spanish Civil War themes and oppression. Microsoft Teams used for teaching and Self-Regulated Learning (SLR), using metacognitive spaced rep testing, self, peer and teacher assessed work. Students research topic specific content to enhance cultural capital, analyse statistics/graphs/images and record accurate content.</p>
Term 5	<p>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 world links. Enhanced research skills and credible sources to support Paper 3 IRP and spontaneous conversation. Grammar revision.</p>	<p>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.</p>	<p>Exam preparation, consolidation and revision. Paper 1 L/R/S/T exercises, Paper 2 essays and Paper 3 Speaking. More complex language to expand sentences, using context-dependent verbs and topic specific vocabulary, with a focus on language, culture and society, promoting a range of transferable skills, including confident communication, grammatical accuracy, critical thinking, research skills and creativity.</p> <p>CEIAG: Term 4,5, 6 Guest speakers and industry links, including international internships.</p>
Term 6	N/A		

