

Subject: Y7 Spanish

Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed? 1. Self / peer assessment; 2. Teacher marking; 3. Summative assessment.
Term 1	MODULE 1 Mi vida / My life	• Getting used to Spanish pronunciation; • Introducing yourself; • Talking about your personality; • Using adjective that end in -o/-a; • Talking about age, brothers and sisters; • Saying when your birthday is; • Using number, the alphabet and tener; • Talking about your pets; • Making adjectives agree with nouns.	Introduction to the 4 SKILLS (Writing, Reading, Speaking and Listening).	• Self / peer assessment for exercises completed in class and some ISW¹; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment – READING; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.
Term 2	MODULE 2 Mi tiempo libre / My free time	• Saying what you like to do; • Giving opinions using me gusta + infinitive; • Saying what you do in your spare time; • Using -ar verbs in the present tense; • Talking about the weather; • Saying what sports you do; • Using cuando, hacer and jugar; • Understanding more challenging texts; • Using questions words.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing communication and information processing strategies.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment- TRANSLATION; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.

Term 3	MODULE 3 Mi insti / My school	• Saying what subjects you study; • Using –ar verbs to say what we do; • Giving opinions about school subjects; • Using me gusta(n) + el/la/los/las; • Describing your school; • Using the words for ‘a’, ‘some’ and ‘the’; • Talking about break time; • Using –er and –ir verbs; • Using predictions as listening strategy.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing critical thinking and learning to be personally driven.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment – LISTENING; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.
Term 4	MODULE 4 Mi familia y mis amigos / My family and my friends	• Describing your family; • Using possessive adjectives; • Describing your hair and eye colour; • Using the verbs ser and tener; • Saying what other people look like; • Using in the third person; • Describing where you live; • Using the verb estar; • Looking up new words in a dictionary.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) working with others processing a variety of information.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment – WRITING; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.

Term 5	MODULE 5 Mi ciudad / My town	• Describing your town or village; • Using 'a', 'some' and 'many' in Spanish; • Telling the time; • Using the verb <i>ir</i>; • Ordering in a café; • Using the verb <i>querer</i>; • Using the near future tense; • Understanding people describing their town; • Using two tenses together.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing creative thinking being literate and numerate.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment - READING, WRITING AND TRANSLATION; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment;
Term 6	General revision and previous knowledge deepening	• General revision and deepening of all the previous knowledge; • Scaffolding, drilling and testing; • Vocabulary enrichment and enhancement; • Writing, Listening, Speaking and Reading Draft; • Securing all the knowledge in preparation of Y8 Learning Objectives.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing information processing and learning retainment strategies.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment - SPEAKING/LISTENING; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.

Subject: Y8 Spanish

Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed? 1. Self / peer assessment, 2. Teacher marking 3. Summative assessment
Term 1	Y7 General Revision and knowledge deepening MODULE 1 Mis vacaciones / My holidays	- Talking about a past holiday; - Using the preterite of <i>ir</i>; - Using the preterite of regular <i>-ar, -er, -ir</i> verbs; - Saying what your holiday was like; - Using the preterite of <i>ser</i>; - Making your sentences interesting; Using the present and the preterite together;	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing communication and information processing strategies.	- Self / peer assessment for exercises completed in class and some ISW; - Teacher marking in exercise book, some ISW and specific pieces of work; - Summative assessment – TRANSLATION; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment;
Term 2	MODULE 2 Todo sobre mi vida / Everything about my life	- Saying what you use your phone for; - Revising the present tense; - Saying what type of music you like; - Giving a range of opinion; - Talking about TV; - Using the comparative; - Tackling an authentic text; - Using two tenses in the he/she form;	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing critical thinking and learning to be personally driven.	- Self / peer assessment for exercises completed in class and some ISW; - Teacher marking in exercise book, some ISW and specific pieces of work; - Summative assessment – LISTENING; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment;
Term 3	MODULE 3 A comer / Food	- Saying what food you like; - Describing mealtimes; - Using negatives; - Ordering a meal; - Using <i>usted/ustedes</i> (formal way); - Using the near future; - Using three tenses together; - Responding to what people say;	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) working with others processing a variety of information.	- Self / peer assessment for exercises completed in class and some ISW; - Teacher marking in exercise book, some ISW and specific pieces of work; - Summative assessment – WRITING; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment;

Term 4	MODULE 4 Salir y ropa / Going out and clothes	• Arranging to go out; • Using the me gustaría + infinitive; • Making excuses; • Using querer and poder; • Discussing getting ready to go out; • Using the reflective verbs; • Talking about clothes; • Saying this/these; • Talking about sporting events; • Using a dictionary;	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing creative thinking being literate and numerate.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment - READING, WRITING AND TRANSLATION; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment;
Term 5	MODULE 5 Operación verano / Housing and destination	• Asking and answer questions; • Using the superlative; • Using the imperative; • Asking for directions; • Talking about summer camps; • Using mejor and peor; • Discussing holiday destination;	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing information processing and learning retainment strategies.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment - SPEAKING/LISTENING; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment;
Term 6	General Revision and previous knowledge deepening.	• General revision and deepening of all the previous knowledge; • Scaffolding, drilling and testing; • Vocabulary enrichment and enhancement; • Writing, Listening, Speaking and Reading Draft; • Securing all the knowledge in preparation of Y8 Learning Objectives.	Re-Introduction to the 4 SKILLS (Writing, Reading, Speaking and Listening).	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment – READING; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment;

Subject: Y9 Spanish

Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed? 1. Self / peer assessment, 2. Teacher marking 3. Summative assessment
Term 1	General Revision and KS3 knowledge deepening + THEME 1 Identity and culture INTRO to U1_Identity and culture _ Family and relationships	- Recall KS3 knowledge and widen it. - Introduce students to exams skills, Papers and Spanish Commands; - Approach language in reading texts; - Reinforce the use of reasons to explain an opinion; - Extend the way to express opinions.	To recall and widen the 4 SKILLS (Writing, Reading, Speaking and Listening) already seen in KS3.	- Self / peer assessment for exercises completed in class and some ISW; - Teacher marking in exercise book, some ISW and specific pieces of work; - Summative assessment - HIGHER/FOUNDATION SPEAKING; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.
Term 2	THEME 1 Identity and culture U1_ Family and relationships	- Talk/Describe family members, using tener and ser in the present tense of regular and irregular verbs; - Talk/Describe friends, learning about agreement and position of objectives and reflexive verbs; - Talk/Describe couples, using possessive adjectives and subject pronoun; - Talk about future plans, using the immediate future tense and direct/indirect object pronouns; - Talk about relationships nowadays, using irregular adjectives and adjective of nationality.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing communication processing a variety of information.	- Self / peer assessment for exercises completed in class and some ISW; - Teacher marking in exercise book, some ISW and specific pieces of work; - Summative assessment - HIGHER/FOUNDATION READING; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.

TERM 3 + TERM 4	THEME 1 Identity and culture U2_Technology in everyday life	- Say how you keep in touch via the internet, making comparisons <i>más que</i> and <i>menos que</i>; - Give opinions about online messaging, using the perfect tense of regular verbs; - Talk about using a mobile, using <i>por</i> and <i>para</i>. - Give opinions about mobile technology, using <i>estar</i> the present continuous tense; - Talk about the good and bad of social media, using verbs with prepositions.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) processing information and working with others.	- Self / peer assessment for exercises completed in class and some ISW; - Teacher marking in exercise book, some ISW and specific pieces of work; - Summative assessment - HIGHER/FOUNDATION LISTENING; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.
Term 5/Term 6	THEME 1 Identity and culture U3_Free-time activities	- Describe what you like/dislike, using <i>gustar</i> and <i>encantar</i>; - Talk about free time, revising the present regular tense and some common irregular; - Buy food and drink, learning about radical changing verbs; - Talk about eating out, forming regular adverbs and using pronouns after <i>para</i>; - Talking about sport in the present (<i>hacer/jugar</i>); - Extend what you can say about sport, using the future tense; - Talking about plans for the weekend, using two verbs together; - Talking about sport in the world, recognising irregular verbs in the future.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) deepening critical and creative thinking.	- Self / peer assessment for exercises completed in class and some ISW; - Teacher marking in exercise book, some ISW and specific pieces of work; - Summative assessment - HIGHER/FOUNDATION WRITING; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.

Subject: Y10 Spanish

Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed? 1. Self / peer assessment 2. Teacher marking 3. Summative assessment
Term 1	U1-U3 Revision with EXAM MOCK PREPARATION + THEME 1 Identity and culture U4_Customs and festivals	- Reinforce exams skills, Papers and Spanish Commands; - Conversation fillers; - Preparing a conversation topic - Learn about Spanish life and routine, using the regular and reflexive verbs in preterite tense; - Learn about local customs, using <i>ser</i> and <i>ir</i> in the preterite tense; - Talk about Spanish festivals, (the imperfect tense) and using past expressions of time; - Learn about Latin American culture, recognising irregular verbs in the imperfect; - Learn about Spanish culture, using the preterite and the imperfect together.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing critical and creative thinking to be independent learner.	- Self / peer assessment for exercises completed in class and some ISW; - Teacher marking in exercise book, some ISW and specific pieces of work; - Summative assessment - HIGHER/FOUNDATION READING; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.
Term 2/3	THEME 2 Local, National, international and global areas of interest U5_Hometown, neighborhood and region.	- Consolidate specific exams skills/papers; - Describe house and rooms in it; - Using <i>hay</i>, <i>ser</i> and <i>estar</i> and preposition; - Saying what your house is like; - Saying what you can do where you live; - Using <i>puedo</i> and <i>se puede</i>; - Talking about the amenities in your area; - Using demonstrative adjectives and pronouns; - Describing the advantages and disadvantages of living in the town and the country.	Focus on the four MFL skills (Listening, Reading, Speaking, Writing) involving learners in group or partner-based problem-solving tasks.	- Self / peer assessment for exercises completed in class and some ISW; - Teacher marking in exercise book, some ISW and specific pieces of work; - Summative assessment - HIGHER/FOUNDATION READING; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.

Term 4	THEME 2Local, National, international and global areas of interest U6_Social issues.	• Consolidate the use of different tenses and time frames; • Using the conditional tense; • Talking about charities and voluntary work; • Using <i>me gustaría</i> and <i>tener</i>; • Talking about healthy and unhealthy lifestyles; • Using negative words; • Discussing opinions related to healthy living; • Learning about the present subjunctive.	Focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing communication and information processing strategies.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment - HIGHER/FOUNDATION MOCK; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.
Term 5	THEME 2Local, National, international and global areas of interest U7_Global issues	• Talking about ways of protecting the environment; • Using 'if' sentences; • Talking about homelessness and poverty; • Using modal verbs and <i>me preocupa</i>; • Talking about helping the homeless and the needy; • Using reflexive constructions such as <i>se debe</i>, <i>se puede</i> + infinitive.	Focus on the four MFL skills (Listening, Reading, Speaking, Writing) processing information and working with others.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment - HIGHER/FOUNDATION WRITING; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.
Term 6	THEME 2Local, National, international and global areas of interest U8_Travel & Tourism.	• Talking about holiday accommodation; • Using expression of frequency; • Talking about travelling to holiday destinations; • Talking about the weather; • Revising the use of preterite and imperfect tense; • Talking about holiday activities; • Understanding tourist leaflets and websites; • Using <i>estar</i> + past participle; • Using the passive and passive forms with se.	F Focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing communication and information processing strategies.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment - HIGHER/FOUNDATION WRITING; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.

Subject: Y11 Spanish

Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed? 1. Self / peer assessment, 2. Teacher marking 3. Summative assessment
Term 1	U1-U8 Revision with focus on EXAM MOCK PREPARATION	- Reinforce exams skills, Papers and Spanish Commands; - Conversation fillers/Spontaneous language;	To recall and widen the 4 SKILLS with focus on SPEAKING and WRITING.	- Self / peer assessment for exercises completed in class and some ISW; - Teacher marking in exercise book, some ISW and specific pieces of work; - Summative assessment - HIGHER/FOUNDATION SPEAKING MOCK; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.
Term 2	THEME 3 Current and future study and employment U9-10_ My studies + Life at school and college	- Giving opinion about different subjects; - Using the imperative; - Talking about your studies; - Talking about school, daily routine, school rules and uniform; - Using the personal <i>a</i>; - Talking about the good and the bad aspects of school; - Using <i>debería ser</i> and <i>debería haber</i>.	To focus on the four MFL skills (Listening, Reading, Speaking, Writing) developing communication processing a variety of information.	- Self / peer assessment for exercises completed in class and some ISW; - Teacher marking in exercise book, some ISW and specific pieces of work; - Summative assessment - HIGHER/FOUNDATION LISTENING; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.

Term 3	THEME 3 Current and future study and employment U11-Education post-16 U12_ Jobs career choices and ambitions	• Discussing choices at 18: work or university? • Revising <i>sí</i> clauses; • Talking about options at 16; • Using intensifiers, <i>lo que</i> and <i>lo</i> + adjective; • Using expression with <i>tener</i>; • Using the infinitives of reflexive verbs; • Uses of <i>cuánto</i>.	Focus on the four MFL skills (Listening, Reading, Speaking, Writing) processing information and working with others.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment - HIGHER/FOUNDATION MOCK; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.
Term 4	EXAM REVISION TIME	• Reinforce exams skills, Papers and Spanish Commands; • Using important quantifiers; • Using different vocabulary to express ideas; • Giving reasons to explain an opinion; • Approaching language in reading texts; • Conversation fillers; • Making mind maps; • Extending the way to express opinions; • Preparing a conversation topic; • Showing off language known.	Focus on the four MFL skills (Listening, Reading, Speaking, Writing) deducing meaning from a variety of short and longer written and spoken texts.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment - HIGHER/FOUNDATION WRITING; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.
Term 5	AQA GCSE EXAMS	• Writing (Higher and Foundation Tier); • Speaking (Higher and Foundation Tier); • Listening (Higher and Foundation Tier); • Reading (Higher and Foundation Tier).	Focus on the four MFL skills (Listening, Reading, Speaking, Writing).	• GCSE EXAM

Subject: Y12 Spanish

Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed? 1. Self / peer assessment, 2. Teacher marking 3. Summative assessment
Term 1	THEME1 _ Aspect of Hispanic society: U1 Traditional and modern values	- Describe 21st-century Spanish family and how they differ from the past; - Imperfect and imperfect continuous; - Understanding trends in marriage and divorce; - Use the preterite tense; - Understanding religious history of Spain; - Using the imperfect and preterite together.	- Recognise cognates; - Know when to use accents; - Connect nouns with their corresponding verbs.	- Self / peer assessment for exercises completed in class and some ISW; - Teacher marking in exercise book, some ISW and specific pieces of work; - Summative assessment – SPEAKING; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.
Term 2	THEME 1 _ Aspect of Hispanic society: U2_The cyberspace	- Discuss the positive/negative influence of internet; - Use the present and present continuous; - Discuss the positive/negative effect of smartphones; - Using comparatives and superlatives (<i>ser</i> and <i>estar</i>); - Consider the type of influence social networks have on society; - Use the future and conditional.	- Write a summary based on a listening extract; - Use expressions giving pros and cons; - Use idiomatic expressions with impersonal verbs.	- Self / peer assessment for exercises completed in class and some ISW; - Teacher marking in exercise book, some ISW and specific pieces of work; - Summative assessment - PAPER 1: Listening, reading and writing; - Active questioning; - DIT (Dedicated Independent Time); - Daily formative assessment.

Term 3	THEME 1 _ Aspect of Hispanic society: U3_Gender equality	• Discuss women in the world of work; • Using indefinite adjectives and pronouns; • Discuss male chauvinism and the role of feminism; • Use the perfect and pluperfect; • Understand and talk about changes to LGBT rights; • Discuss gay marriage in Spain and the Hispanic world; • Using the future and conditional.	• Improve translation skills; • Listen for gist and for details; • Recognise words ending in '-ity'. • Additional translation tips.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment – LISTENING; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.
Term 4	THEME 2 _ Artistic culture in the Hispanic world U4_The influence of idols	• Discuss the positive and/or negative influence singers and musicians have on people; • Use indirect pronouns; • Discuss the positive and/or negative effect TV and cinema stars have in our society; • Practise the passive voice; • Consider the type of influence fashion; models have on young people; • Use direct object pronouns.	• Use connectives to improve written work; • Improve translation into Spanish; • Use connectives and other expressions to improve conversation style; • Check written work.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment - PAPER 2: Writing; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.

Term 5	THEME 2 _ Artistic culture in the Hispanic world U5_Regional identity in Spain	• Describe and discuss Spanish customs and traditions; • Use the present subjunctive of regular verbs; • Discuss similarities and differences in the gastronomy of Spain; • Use the perfect tense in the subjunctive; • Consider the languages that are Spoken in Spain and the issue surrounding them; • Use numerals.	• Improve listening skills; • Identify correct and incorrect sentences; • Fill in the gaps in a test.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment – READING; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.
Term 6	THEME 2 _ Artistic culture in the Hispanic world U6_The cultural heritage	• Understand civilisations that contributed to the cultural heritage of Spain; • Use the subjunctive after verbs of emotion, surprise, doubt, etc; • Discuss Spanish and Latin American artists and the role of architecture in Spain; • Use efficiently demonstrative and possessive adjectives; • Understand the diversity of Hispanic music and dance; • Use imperatives.	• Use the internet to enhance the work. • Break down comprehension tasks; • Recognise irregular endings: noun ending in ‘-ma’.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment – PAPER 2: Speaking; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.

Subject: Y13 Spanish

Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed? 1. Self / peer assessment, 2. Teacher marking 3. Summative assessment
Term 1	THEME 3 _ Multiculturalism in Hispanic society: U1_Immigration U2_Racism	• Discuss the positive and negative aspects of immigration; • Learn more about immigration in the Spanish-speaking world; • Discuss what problems illegal migrants might face. • Describe/Discuss racist and xenophobic attitudes; • Understand/Discuss measures to combat racism; • Look at existing legislation.	• Improve dictionary skills; • Revise the use of loan words; • Vary vocabulary by using synonyms. • Express approval/disapproval; • Translate the English gerund (-ing form into Spanish); • Express obligation.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment – PAPER 1: Listening, reading and writing; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.
Term 2	THEME 3 _ Multiculturalism in Hispanic society: U3_Co-existence	• Understand/Describe the different ways culture integrate in Hispanic society; • Understand/Describe the issues surrounding the integration of different cultures within the sphere of education; • Understand/Describe the coexistence of various religions in the Hispanic world.	• Using language for describing change; • Vary sentence structure to enhance writing; • Structure and argument.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment – PAPER 2: Writing; • Active questioning; • DIT (Dedicated Indep. Time); • Daily formative assessment.

Term 3	THEME 4 _ Aspects of political life in the Hispanic world: U4_ Young people of today, citizens of tomorrow	• Discuss the importance of politics in young people's lives; • Use the present subjunctive; • Understand why their attitude to politics is changing; • Use imperatives; • Discuss the unemployment situation amongst young people; • Use the perfect subjunctive; • Describe and discuss the type of society young people in the Hispanic world want to live in.	• Using a variety of negative expressions; • Talking about data and trends; • Express an opinion or evaluation.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment – PAPER 2: Writing; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment - IRP and movie/book(s) analysis.
Term 4	THEME 4 _ Aspects of political life in the Hispanic world: U5_ Monarchies and dictatorships. U6_Popular Movement	• Understand the impact of the civil war; • Form and use the imperfect subjunctive; • Describe the changes from monarchy and republic to dictatorship; • Describe the transition from dictatorship to monarchy; • Discuss dictatorship in Latin America; • Use if clauses + pluperfect subjunctive; • Discuss how effective protests and strikes are; • Use if clauses + imperfect subjunctive; • Describe the power of trade unions; • Use the passive voice; • Consider the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina.	• Speak or write about a historical personality; • Recognise and use ordinal numbers; • Read for gist for comprehension. • Develop and use a wider vocabulary; • Vary sentence structure to enhance speaking; • Infer meaning from listening and reading.	• Self / peer assessment for exercises completed in class and some ISW; • Teacher marking in exercise book, some ISW and specific pieces of work; • Summative assessment – PAPER 3: Speaking; • Active questioning; • DIT (Dedicated Independent Time); • Daily formative assessment.
Term 5	EXAMS	• PAPER 1: Listening, reading and writing; • PAPER 2: Writing; • PAPER 3: Speaking.	All language skills acquired.	AQA A LEVEL EXAMS