

## Spanish Long-Term Curriculum Map: KS3

Year 7

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic:</b>	<b>¡Me presento! (rotation taster)</b>	<b>Mi vida</b>	<b>Mi tiempo libre</b>	<b>Mi insti</b>		<b>Mi familia y mis amigos</b>
<b>Introduces:</b>	Introductions (name, age, birthday, where you live)	Getting used to Spanish pronunciation; talking about personality, birthday, pets and siblings Learning about Christmas in Spain	Saying what you like to do in your spare time Giving opinions and talking about the weather and sports	Saying what subjects you study and like/dislike, learning the paradigm of <i>-ar</i> verbs; describing your school and saying what you do at breaktime using <i>-er</i> and <i>-ir</i> verbs		Describing your family using possessive adjectives; describing yourself and others using the verbs <i>ser</i> and <i>tener</i> ; describing your life using the verb <i>estar</i> ; learning about Carnival;
<b>Builds upon:</b>	Building on any prior knowledge they may have of Spanish culture; Recapping some Spanish they may have done in Primary school	Using numbers, months and basic questions	Using days of the week; Continue to getting used to Spanish pronunciation using Phonics	Using masculine/feminine articles and giving justified opinions using adjectives		Using masculine/feminine articles and paradigm of verbs. Using singular/plural nouns and correct adjectival agreement
<b>Assessment:</b>	Rotation Speaking	Writing	Speaking & Reading	Writing & Listening		Speaking

Year 8

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic:</b>	<b>Mi familia y mis amigos</b>	<b>Mi ciudad</b>	<b>Mis vacaciones</b>	<b>Todo sobre mi vida</b>	<b>¡A comer!</b>	<b>¿Qué hacemos?</b>
<b>Introduces:</b>	Describing your family using possessive adjectives; describing yourself and others using the verbs ser and tener; describing your life using the verb estar; learning about Carnival in Spain.	Describing your town or village using 'a', 'some' and 'many' in Spanish; Telling the time; Using the verb ir (to go); Ordering in a café; Using the verb querer (to want); Saying what you are going to do at the weekend; Using the near future tense; Understanding people describing their town; Listening for detail; Writing a blog about your town and activities; Using two tenses together	Talking about a past holiday; Using the preterite of ir; Saying what you did on holiday; Using the preterite of regular -ar verbs; Describing the last day on holiday; Using the preterite of -er and -ir verbs; Saying what your holiday was like; Using the preterite of ser; Giving a presentation about your holiday; Making your sentences interesting	Saying what you use your phone for; Revising the present tense; Saying what type of music you like; Giving a range of opinions; Talking about TV; Using the comparative; Saying what you did yesterday; Using the present and the preterite; Understanding a TV guide; Tackling an authentic text	Saying what food you like Using a wider range of opinions; Describing mealtimes Using negatives; Ordering a meal; Discussing what to buy for a party Using the near future; Giving an account of a party Using three tenses together	Arranging to go out; Using me gustaría + infinitive; Making excuses; Using querer and poder; Discussing getting ready to go out; Using reflexive verbs; Talking about clothes Saying 'this/these'; Talking about sporting events; Using three tenses; Describing a fancy dress outfit; Using a dictionary
<b>Builds upon:</b>	Using masculine/feminine articles and paradigm of verbs. Using singular/plural nouns and correct	Using numbers, verb "to go", masculine and feminine nouns. Using 'a', 'some' and 'many' and numbers 0-100. Using	Using time phrases, details about where and who with, different subject pronouns. Using adjectives to give	Using opinions verbs, adjectives to make comparisons, verbs in the 3rd form singular and plural. Using different forms	Using opinions, timings of when you do things, negatives and three tenses together, coping strategies when	Using structures followed by an infinitive, verb "ir" + a + el = a, paradigm of verb "tener", adjective agreement,

	adjectival agreement	negative phrases, time markers and expressions of frequency.	opinions with "it was"	of verbs	speaking	using three tenses together, pronunciation of "que" and "qui"
<b>Assessment:</b>	Reading & Speaking	Listening & dictation skills; Writing	Speaking & Translation into Spanish	Reading & Writing	Grammar & Speaking	Writing & Translation into English

## Year 9

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic:</b>	<b>Operación verano</b>	<b>Somos así</b>	<b>¡Oriéntate!</b>	<b>En forma</b>		<b>Jóvenes en acción</b>
<b>Introduces:</b>	Describing a holiday home; Discovering more about the comparative. Describing holiday activities Using the superlative. Asking for directions	Talking about things you like and your week, using regular/irregular verbs in the present tense. Talking about films in the near future. Talking about a birthday and about life as a celebrity.	Saying what you have to do at work using "tener que"; saying what job you would like to do; talking about your future; Describing your job.	Talking about diet Using direct object pronouns; Talking about an active lifestyle; Using stem-changing verbs; Talking about your daily routine; Using reflexive verbs; Talking about getting fit Using se debe/no se debe; Talking about ailments Using me duele(n); Developing a conversation about fitness and routine Using complex sentences.		Talking about children's rights using the verb "poder"; Talking about fair trade; Talking about recycling using "se debería"; Talking about how a town has changed using the imperfect tense;
<b>Builds upon:</b>	Using verb "ser" and "estar", comparatives. Comparisons, translation skills,	Using vocabulary about hobbies, free-time, family, films, cinema. Using full paradigm of	Using verb "tener", pronunciation of j, adjective agreement and connectives. Using present tense	Using time phrases, opinion verbs + infinitive, pronouncing two vowels together correctly. Using direct object pronouns, stem changing and reflexive verbs. Using vocabulary related to food,		Using adjectives, verb "tener que", 3rd person present tense (singular and plural). Using

	pronunciation of z and trema (ü), confidence speaking using fillers	verbs: "hacer" & "ser", pronunciation of c, present tense of -ar, -er and -ir verbs. Using the preterite.	and near future. Using fillers in speaking. More practice using three tenses (regular and irregular verbs)	sports and hobbies.		structures followed by infinitives. pronunciation of the letter 'c' and 'd'
<b>Assessment:</b>	Speaking & Translation into Spanish	Writing & Listening/Dictation	Writing & Reading	Grammar & Speaking	Writing & Translation into English	Reading & Writing

### Spanish Long-Term Curriculum Map: KS4

#### Year 10

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic:</b>	Module 1 ¡Desconéctate! (Holidays)	Module 2 Mi vida en el insti (School)	Module 2 continued + Module 3 Mi gente (Family)	Module 3 Mi gente (Family)	Module 3 continued & Module 4 Intereses e influencias (Leisure)	
<b>Introduces:</b>	Weather and holiday vocabulary in the present and past tenses; Using different opinion phrases and verbs of opinion to add variety to what you say, including positive and negative comments;	Giving positive and negative justified opinions about school subjects, teachers, uniform and rules Using comparatives (tan ... como) and superlatives (lo mejor/peor) Describing school	Verbs in the present tense, including stem changing verbs, to talk about socialising and family; Describing your character and your friend's character; Using para + infinitive to talk about which apps you use Direct object pronouns to improve flow of language; Using the present continuous to talk about what you are doing; Transactional language to make arrangements; Reading to identify advantages and disadvantages and	Stem changing verbs Talking about free time activities and pocket money Pronunciation of cognates and near cognates Talking about sports, TV programmes, films Soler in the present tense Use online dictionary to look up new words Translating Tweets Talking about what is trending Using the Perfect Tense		

	Referring to other people's opinion Sophisticated connectives (dado que); Using percentages; Imperfect tense (regular and irregular verbs) Transactional language about hotels including problems	facilities and the school day Asking and answering questions about school Negatives (nadie, ningún ...) Comparing primary school to current school using the imperfect tense	Spanish phrases that mean the same Literary and cultural texts; Similes; Relationship verbs		Connectives ya and todavía Acabar de + infinitive	
<b>Builds upon:</b>	KS3 grammar and language as follows: Present and preterite tenses Understanding question words Expressions of frequency Use of gustar Present tense of stem changing verbs Sequencers	KS3 grammar and language as follows: Reviewing school subjects and adjectives Opinion verbs (with and without me); Simple comparisons (más/menos ... que) Imperfect (KS4 M1)	KS3 grammar and language as follows: Possessive adjectives Adjectival agreement Using comparatives Adjectives to describe character Verb ser/estar in the present		KS3 grammar and language as follows: Reviewing free time activities/sports/TV programmes Preterite tense Direct Object pronouns (KS4 M3) Imperfect tense (KS4 M1)	
<b>Assessment:</b>	TRANSLATION (GRAMMAR TEST)  WRITING 90 words	WRITING (General Conversation Qs M1) READING / LISTENING	SPEAKING Photocard/RP done as a writing  WRITING 90 words	TRANSLATION WRITING (General Conversation Qs M2 & M3)	PPE 1 WRITING 90 words PPE 1 LISTENING & READING M1-M4	PPE 1 WRITING (H 150 words / 40 words + photocard) Speaking test

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic:</b>	<b>Module 5 Ciudades (My town)</b>	<b>Module 6 De costumbre (Festivals/Food)</b>	<b>Module 7 ¡A currar! (Work)</b>	<b>Module 8 Hacia un mundo mejor (Environment/ Healthy Living)</b>	<b>Revision &amp; Exam skills focus</b>	
<b>Introduces:</b>	Demonstrative adjectives Tan/tanto; Imperfect tense to narrate unexpected events Combining perfect and conditional tenses Transactional language (¿a qué hora abre/cierra? / Para ir al... / En la oficina de turismo) Conditional tense	Preterite tense reflexive verbs; Health problems; Advanced food vocabulary; Passive voice / avoiding the passive (receptive skills only); Cultural awareness of traditions in Spanish-speaking countries	Vocabulary relating to work/future plans (see link below) ; Imperfect tense for repeated past actions; When to use preterite or imperfect tense when narrating past events; Present subjunctive after expressions of futurity; Imperfect subjunctive in conditional sentences	Present subjunctive after 'Es importante que...'; Imperfect continuous; Comparing present/imperfect tenses; Advanced vocabulary for pros/cons of different habits / sporting events; Advanced vocabulary relating to natural disasters	Further explanation of exam technique and useful reading, listening, speaking & writing strategies	
<b>Builds upon:</b>	Dónde se puede... Advanced negatives (ni...ni...tampoco) Imperfect tense (KS4 M1) Perfect tense (KS4	Present tense reflexive verbs for routines (KS3); Food vocabulary (KS3); Body parts (KS3); Preterite tense for narrating past actions (KS4 M1-5); Perfect tense (M5:	Preterite/imperfect tenses; Future forms; Direct object pronouns; Modal verbs; Soler	Introduction to the subjunctive (M7 U6: Cuando sea mayor...); Modal verbs (Hay que...); Present continuous tense; Perfect tense; Advanced opinions & justifications	Feedback on Year 10/11 PPEs	

	M4)	han construido, han ampliado etc)				
<b>Assessment:</b>	TRANSLATION SKILLS WRITING 90/150 (words)	PPEs: LISTENING & READING  SPEAKING (RP/PHOTOCARD/ GENERAL CONVERSATION Qs)	WRITING (General Conversation Qs M 5-7)  TRANSLATION	PPEs: LISTENING & READING SPEAKING (RP / PHOTOCARD & GENERAL CONVERSATION QUESTIONS	Exam practice questions	

### Spanish Long-Term Curriculum Map: KS5

#### Year 12 - Teacher 1

Unit title: El ciberespacio (AQA.12 Unit 2)	Unit title: La influencia de los ídolos (AQA.12 Unit 4)	Unit title: Estudiar una película	Unit title: IRP
<b>Description: Discuss the influence of smartphones and the internet</b>	<b>Description: Discuss the influence of people in the public eye</b>	<b>Description: Analysis of the film 'María, llena eres de gracia'</b>	<b>Description: Individual research project preparation</b>
<b>Introduces:</b> <ul style="list-style-type: none"> <li>Advanced vocabulary relating to technology</li> <li>Advanced comparatives/superlatives</li> <li>In-depth analysis of radical changing verbs</li> <li>Present continuous of reflexive verbs and position of reflexive pronoun</li> <li>Wider range of irregular future stems</li> <li>Further uses of ser/estar</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Advanced vocabulary relating to celebrity</li> <li>The passive voice</li> <li>Using 'se' to avoid the passive</li> <li>Using direct object pronouns to avoid repetition</li> <li>Using indirect object pronouns</li> <li>Combining direct/indirect object pronouns</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Context to the main themes of the film</li> <li>Key vocabulary relating to cinematography</li> <li>Structuring an essay in Spanish</li> <li>Critical analysis in the target language</li> <li>Language for expressing high level opinions and developing own analysis fluently</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Overview of the cultural aspects of units 1-6 and how to choose a suitable topic for study</li> <li>Success criteria for the individual research project</li> <li>How to carry out effective research for the IRP and how to structure a presentation</li> <li>Development of spoken fluency to defend points of view effectively</li> </ul>
<b>Builds upon:</b> <ul style="list-style-type: none"> <li>Vocabulary and speaking questions from GCSE Spanish Module 3</li> <li>Present/Present continuous tenses</li> <li>Ser/Estar</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>GCSE vocabulary from jobs &amp; free time / GCSE opinions</li> <li>Introduction to past participles at GCSE level</li> <li>Introduction to direct object pronouns from GCSE Spanish</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>Vocabulary and speaking questions from GCSE Spanish Module 3</li> <li>Opinions / justifications from El ciberespacio / La influencia de los ídolos</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>Cultural knowledge drawn from Year 12 Units 1-6</li> <li>Grammar &amp; vocabulary from years 7-12.</li> <li>Opinions, justifications from years 7-12.</li> </ul>

<ul style="list-style-type: none"> <li>• Future/conditional forms</li> <li>• Comparatives/superlatives</li> </ul>	<ul style="list-style-type: none"> <li>• Comparatives/Superlatives from El ciberespacio</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar &amp; vocabulary from Year 12 units 2 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>• Super-curricular study from throughout Year 12.</li> </ul>
<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Translation and Grammar (El ciberespacio)</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Research presentation (La influencia de los ídolos)</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Paper 2—Film essay</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Speaking checkpoint (photocard)</li> </ul>

## Year 12 - Teacher 2

Unit title: Los valores tradicionales y modernos (AQA.12 Unit 1)	Unit title: La igualdad de los sexos (AQA.12 Unit 3)	Unit title: La identidad regional en España (AQA.12 Unit 5)	Unit title: El patrimonio cultural (AQA.12 Unit 6)
<b>Description:</b> Discuss how family life has changed in Spain and the Spanish-speaking world	<b>Description:</b> Discuss equality and changes to LGBTQ+ rights	<b>Description:</b> Discuss customs and traditions in Spain and the Spanish-speaking world	<b>Description:</b> Understand the pre-Columbian heritage of L.Am and discuss the arts/architecture in the Sp-speaking world
<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Advanced vocabulary relating to family life</li> <li>• Irregular preterite tense verbs</li> <li>• Combining preterite and imperfect tenses</li> <li>• Language for challenging others' points of view</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Advanced vocabulary relating to equality</li> <li>• Perfect tense verbs in greater depth (including irregular past participles)</li> <li>• Pluperfect tense</li> <li>• Future perfect</li> <li>• Conditional perfect</li> <li>• Indefinite adjectives and pronouns</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Advanced vocabulary relating to customs and traditions</li> <li>• Present subjunctive of regular verbs (form and usage)</li> <li>• Using the perfect tense in the subjunctive</li> <li>• Higher level cardinal/ordinal numbers</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Advanced vocabulary relating to the arts and architecture</li> <li>• Further uses of the subjunctive (after verbs of emotion, surprise, doubt)</li> <li>• Demonstrative and possessive adjectives</li> </ul>
<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Vocabulary from GCSE Modules 3 and 7</li> <li>• Regular and irregular preterite tense verbs from GCSE</li> <li>• Introduction to imperfect tense from GCSE</li> <li>• GCSE opinions &amp; reasons</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Vocabulary from GCSE Module 8</li> <li>• Introduction to perfect tense from GCSE</li> <li>• Future, conditional tense endings from GCSE</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Vocabulary from GCSE Modules 1 (holidays) and 6 (customs)</li> <li>• Introduction to selection of subjunctive set-phrases at GCSE</li> <li>• Perfect tense verbs from Year 12 Unit 3.</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Vocabulary from GCSE Modules 5 (local area) and 6 (customs)</li> <li>• Introduction to the subjunctive in Year 12 Unit 5 (required for both further uses of the subjunctive, and the imperative)</li> </ul>

		<ul style="list-style-type: none"> <li>• Cardinal numbers from KS3-4</li> </ul>	
<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Summary (Los valores tradicionales y modernos)</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Summary piece (la igualdad de los sexos)</li> <li>• Reading test (la igualdad de los sexos)</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Listening (La identidad regional en España)</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Grammar and translation (Patrimonio cultural)</li> </ul>

### Year 13 - Teacher 1

<b>Unit title: Jóvenes de hoy, ciudadanos de mañana (AQA.13 Unit 4)</b>	<b>Unit title: El racismo (AQA.13 Unit 2)</b>	<b>Unit title: Los movimientos populares (AQA.13 Unit 6)</b>	<b>Unit title: La convivencia (AQA.13 Unit 3)</b>	<b>Unit title: Revision &amp; Paper 3 preparation</b>
<b>Description: Discuss issues affecting young people in the Spanish-speaking world</b>	<b>Description: Discuss xenophobic attitudes in the Span-sp world and how to combat them</b>	<b>Description: Discuss the causes and impact of protest in Spain and Latin America</b>	<b>Description: Understand how different cultures coexist and how to support integration</b>	<b>Description: Review key themes from Years 12/13 units 1-6 in preparation for speaking paper 3.</b>
<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Advanced vocabulary relating to current issues affecting young people</li> <li>• Further uses of present, perfect subjunctive</li> <li>• Further uses of the imperative</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Advanced vocabulary relating to racism and xenophobic attitudes</li> <li>• Translation skills: translating the gerund</li> <li>• Advanced use of nouns and adjectives</li> <li>• Expressing obligation</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Advanced vocabulary relating to protest and social unrest</li> <li>• Further uses of the passive voice</li> <li>• If clauses with imperfect subjunctive and pluperfect subjunctive</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Advanced vocabulary relating to integration and intercultural understanding</li> <li>• Form and use of prepositions</li> <li>• Advanced use of pronouns and adverbs</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>• Focus on exam technique and success criteria for paper 3</li> </ul>
<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Present subjunctive from Year 12 units 5 and 6</li> <li>• Imperative from Year 12 unit 6</li> <li>• Advanced opinions &amp; justifications from Year 12</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Vocabulary from Year 13 unit 1 (immigration)</li> <li>• Year 12 unit 1 (present tenses for gerund)</li> <li>• Subjunctive forms (for expressing obligation with hace falta que)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Introduction to the passive in Year 12 unit 4</li> <li>• Introduction to the imperfect subjunctive (Year 13 unit 5)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• Vocabulary from Year 13 units 1 (immigration) and 2 (racism)</li> <li>• Direct object pronouns, indirect object pronouns and combining both</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>• PPE feedback from Year 12/13</li> </ul>

			forms (from Year 12 unit 4)	
<b>Assessment:</b> <ul style="list-style-type: none"> <li>Grammar and translation (Jóvenes de hoy...)</li> <li>Creative: Social cause campaign presentation</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Creative: Creative writing (story/poem)</li> <li>Translation</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>PPE Paper 1</li> <li>PPE paper 3 (Fake IRP - assigned topic of research)</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>PPE Paper 3 (photocard)</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>Past paper - specific questions</li> </ul>

### Year 13 - Teacher 2

<b>Unit title: La inmigración (AQA.13 Unit 1)</b>	<b>Unit title: Monarquías y dictaduras (part 1 - AQA.13 Unit 5)</b>	<b>Unit title: Estudiar un libro</b>	<b>Unit title: Monarquías y dictaduras (part 2 - AQA.13 Unit 5)</b>	<b>Unit title: Revision &amp; Papers 1 &amp; 2 exam preparation</b>
<b>Description: Discuss the benefits and challenges of immigration</b>	<b>Description: Understand the causes/impact of the Spanish civil war, and life under Franco's dictatorship</b>	<b>Description: Analysis of the play 'La casa de Bernarda Alba' by Federico García Lorca</b>	<b>Description: Discuss 20th century dictatorships in Latin America, particularly Chile, Argentina &amp; Panama</b>	<b>Description: Review of key grammar, vocabulary and essay-writing skills in preparation for papers 1 &amp; 2</b>
<b>Introduces:</b> <ul style="list-style-type: none"> <li>Advanced vocabulary relating to immigration</li> <li>Focus on high-level synonyms and word families</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Advanced vocabulary relating to governments, monarchies and dictatorships (1)</li> <li>Imperfect subjunctive (form and use)</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Key terminology for literary analysis</li> <li>Discussion of themes, dramatic, techniques, characterisation, social &amp; historical context</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Advanced vocabulary relating to governments, monarchies and dictatorships (2)</li> </ul>	<b>Introduces:</b> <ul style="list-style-type: none"> <li>Focus on exam technique and success criteria for papers 1 &amp; 2</li> </ul>
<b>Builds upon:</b> <ul style="list-style-type: none"> <li>Present tenses, compound tenses (perfect, pluperfect, future perfect, conditional perfect)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>Preterite verbs (for form of imperfect subjunctive)</li> <li>Present subjunctive (for usage of imperfect subjunctive)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>Contextual knowledge from Year 13 unit 5</li> <li>Essay writing skills from Year 12 'Estudiar una película'</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>Year 13 unit 5 (part 1)</li> <li>Vocabulary from Year 13 unit 6 (los movimientos populares)</li> </ul>	<b>Builds upon:</b> <ul style="list-style-type: none"> <li>Feedback on paper 2 written work (from 'Estudiar un libro' topic).</li> <li>Grammar, vocabulary, super-curricular</li> </ul>

				study from Years 12 & 13
<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Essay: La inmigración (¿trae más beneficios que desventajas?)</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Feedback on conversation questions relating to AQA.13 Unit 1</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Essays 1 &amp; 2 on La casa de Bernarda Alba (characters, symbols)</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• PPE Paper 2</li> <li>• Feedback on conversation questions relating to AQA.13 Unit 5</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Timed essay practice</li> </ul>