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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 12 | ***Time will be given to ensure that students bridge the gap between GCSE and A level, with a focus on spontaneous speech and the reinforcement of essential grammatical skills: present, perfect, imperfect, conditional, conditional perfect and pluperfect tenses and adjectival agreement. Themes will, therefore, run across half-terms, with time being allowed in Spring 2 to catch up***  **Changing Nature of the Family**  **Themes:**  Discuss trends in marriage and the pros and cons of different family structures, the problems faced by different generations  **Cybersociety**  **Themes:**  Discuss how technology has transformed life, different use and dangers of new technology and possible future  **Grammar:**  Using the imperfect and imperfect continuous tenses, the preterite tense, imperfect and preterite together, present and present continuous tense, comparatives and superlatives, ser and estar, future and conditional,  **Skills:**  Spontaneous speech and using grammatical structures more easily  Students will pick a Spanish-speaking country and research current policy about the theme of the family and the digital world and how to include this when tackling a photocard. Recognising cognates, knowing when to use accents, connecting nouns and verbs, summary writing, idiomatic expressions.  **How students will be assessed:**  Speaking photocard and mixed skills paper: reading, listening, translation | **Equality of the sexes**  **Themes:**  Discuss equality in Spain and the role of women. Understand changes to LGBT rights and discuss gay marriage in Spain and Hispanic countries.  **The influence of idols**  **Themes:**  Understand the positive and negative influences singers, TV personalities and fashion icons can have in society.  **Grammar:**  Indefinite adjectives and pronouns, perfect and pluperfect tense, conditional tense, indirect object pronouns, passive voice, direct object pronouns  **Skills:**  Translation, listening for gist, recognising words ending in –ity, working on gapfill tasks, connectives, improving conversation style, checking written work, translate into Spanish with more accuracy  **How students will be assessed:**  Speaking photocard and mixed skills paper: reading, listening, translation | **Regional identity**  **Themes:**  Describe and discuss Spanish customs and festivals. Discuss the similarities and differences between gastronomy in Spain. Consider the regional languages used in Spain.  **Cultural heritage**  **Themes**  Understand civilisations that contributed to the cultural heritage of Spain. Discuss the pre-Columbian heritage of Latin America. Understand the diversity of Hispanic music and dance.  **Grammar:**  Present subjunctive, perfect tense in the subjunctive, demonstrative and possessive adjectives, using the imperative.  **Skills:**  Listening skills, gap fill, speaking stimulus, using the internet effectively, breaking down comprehension tasks, recognising irregular endings.  **How students will be assessed:**  Speaking photocard and mixed skills paper: reading, listening, translation | Catch up time for the topics to be finished  **Reading of La Casa de Bernarda Alba with the teacher (book)** | **See Summer 1**  How students will be assessed:  **Foundation**:  **Writing**: 4 sentences, 40 words, 90 words, translation into Spanish  **Reading**: various question types and translation into English  **Speaking:** role play, photo card 2 x general conversation  **Listening:** various question types  **Higher**:  **Writing**: 90 words, 150 words, translation into Spanish  **Reading**: various question types and translation into English  **Speaking:** role play, photo card 2 x general conversation  **Listening:** various question types | **Study of La Casa de Bernarda Alba (book) and El Laberinto del Fauno (film)**   * Analysis of main and secondary characters * Relationships between the characters * Writing / cinematographic techniques * Key themes:   ***Book:*** class, repression, love, death, honour  ***Film:***  -the role of fantasy,  - the notions of obedience, sacrifice, Christian love and individual freedom,  -the passage to adulthood,  -the post-war period,  -the fight of good against bad,  - Euthanasia and the right to die with dignity   * Preparation for the Independent Research Project   **How students will be assessed:**  Past AS paper |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 13 | **Immigration**  **Themes:**  Discuss the positive and negative aspects of immigration  Learn more about immigration in the  Spanish-speaking world  Discuss what problems illegal migrants might face  **Racism**  **Themes:**  Describe and discuss racist and xenophobic attitudes in the Spanish-speaking  world  Understand and discuss measures to  combat racism and their effectiveness  Look at existing legislation against racism  Discuss possible new legislation  **Grammar:**  Form and use the  present tense  Revise the imperfect  and preterite tenses  Use compound tenses  Improve use of nouns  and adjectives  Use conditional tenses  Use future tenses  **Skills:**  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  Tackling gap-fill exercises  **How students will be assessed:**  Past A-level papers  Low and high stakes writing tasks | **Coexistence of cultures**  **Themes:**  Understand and describe the different ways cultures integrate in Hispanic society  Understand and describe the issues surrounding the integration of different cultures within the sphere of education  Understand and describe the coexistence of various religions in the  Hispanic world  **Young people of today, citizens of tomorrow**  **Themes:**  Discuss the importance of politics in young people’s lives  Understand why their attitude to politics  is changing  Discuss the unemployment situation  amongst young people nowadays and  how it is affecting them  Describe and discuss the type of society  young people in the Hispanic world  want to live in  **Grammar:**  Form and use prepositions  Use pronouns  Use adverbs  Use the present  subjunctive  Use imperatives  Use the perfect subjunctive  **Skills:**  Use language for  describing change  Vary sentence  structure to enhance  writing  Translating into Spanish  Structure an argument  Use a variety of  negative expressions  Talk about data and  trends  Express an opinion  or evaluation  Summarising a listening passage  **How students will be assessed:**  Past A-level papers  Low and high stakes writing tasks | **Monarchies and dictatorships**  **Themes:**  Understand and describe the different ways cultures integrate in Hispanic society  Understand and describe the issues surrounding the integration of different cultures within the sphere of education  Understand and describe the coexistence of various religions in the  Hispanic world  **Popular movements**  **Themes:**  Consider and discuss how effective  protests and strikes are  Describe and discuss the power of trade  unions  Consider and discuss the 15-M  Movement in Spain and the Mothers of  the Plaza de Mayo in Argentina  **Grammar:**  Revise the preterite tense  Form and use the  imperfect subjunctive  Use a sequence of  tenses  Use if clauses +  pluperfect subjunctive  Use if clauses +  imperfect subjunctive  Use the passive voice  **Skills:**  Speak or write  about a historical  personality  Recognise and use  ordinal numbers  Read for gist for  comprehension  Summarising a factual text  Develop and use a  wider vocabulary  Vary sentence  structure to enhance  speaking  Infer meaning  from listening and  reading  Translation into English  **How students will be assessed:**  Past A-level papers  Low and high stakes writing tasks | ***Remaining time to be used for additional examination techniques and tips, revision, practice, working through past papers, and individual IRP’s.*** |  |  |