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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 easilyStudents 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 immigrationLearn more about immigration in theSpanish-speaking worldDiscuss what problems illegal migrants might face**Racism****Themes:**Describe and discuss racist and xenophobic attitudes in the Spanish-speakingworldUnderstand and discuss measures tocombat racism and their effectivenessLook at existing legislation against racismDiscuss possible new legislation**Grammar:**Form and use thepresent tenseRevise the imperfectand preterite tensesUse compound tensesImprove use of nounsand adjectivesUse conditional tensesUse future tenses **Skills:**Improve dictionaryskillsRevise the use ofloan wordsVary vocabulary byusing synonymsExpress approval/disapprovalTranslate the Englishgerund (-ing form)into SpanishExpress obligationTackling gap-fill exercises**How students will be assessed:**Past A-level papersLow and high stakes writing tasks  | **Coexistence of cultures****Themes:**Understand and describe the different ways cultures integrate in Hispanic societyUnderstand and describe the issues surrounding the integration of different cultures within the sphere of educationUnderstand and describe the coexistence of various religions in theHispanic world**Young people of today, citizens of tomorrow****Themes:**Discuss the importance of politics in young people’s livesUnderstand why their attitude to politicsis changingDiscuss the unemployment situationamongst young people nowadays andhow it is affecting themDescribe and discuss the type of societyyoung people in the Hispanic worldwant to live in**Grammar:**Form and use prepositionsUse pronounsUse adverbs Use the presentsubjunctiveUse imperativesUse the perfect subjunctive**Skills:**Use language fordescribing changeVary sentencestructure to enhancewritingTranslating into SpanishStructure an argumentUse a variety ofnegative expressionsTalk about data andtrendsExpress an opinionor evaluationSummarising a listening passage**How students will be assessed:**Past A-level papersLow and high stakes writing tasks  | **Monarchies and dictatorships****Themes:**Understand and describe the different ways cultures integrate in Hispanic societyUnderstand and describe the issues surrounding the integration of different cultures within the sphere of educationUnderstand and describe the coexistence of various religions in theHispanic world**Popular movements****Themes:**Consider and discuss how effectiveprotests and strikes areDescribe and discuss the power of tradeunionsConsider and discuss the 15-MMovement in Spain and the Mothers ofthe Plaza de Mayo in Argentina**Grammar:**Revise the preterite tenseForm and use theimperfect subjunctiveUse a sequence oftensesUse if clauses +pluperfect subjunctiveUse if clauses +imperfect subjunctiveUse the passive voice**Skills:**Speak or writeabout a historicalpersonalityRecognise and useordinal numbersRead for gist forcomprehensionSummarising a factual textDevelop and use awider vocabularyVary sentencestructure to enhancespeakingInfer meaningfrom listening andreadingTranslation into English**How students will be assessed:**Past A-level papersLow 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.*** |  |  |