

	Year 12	Year 13
Autumn 1	<p>Describe the various types of 21st century Spanish family and how these differ from the family model of the past.</p> <p>Understand trends in marriage and how modern and traditional values differ and understand the situation regarding divorce.</p> <p>Understand the religious history of Spain Discuss changes in the influence of the church Improving knowledge of Spanish language and culture.</p> <p>Discuss the positive and/or negative influence of the Internet. Discuss the positive and/or negative effect of smartphones Consider the type of influence social networks have on society.</p>	<p>Understand the impact of the civil war. Discuss life under Franco's dictatorship</p> <p>Describe and discuss the changes from monarchy and republic to dictatorship Describe the transition from dictatorship to monarchy</p> <p>Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina</p> <p>To have a basic concept of modern cinema To describe the life of the director, his ideology and personal influences To describe the director's techniques: critical analysis To describe in detail one of the director's work and provide personal opinions To draw conclusions about the director's contribution to the cinema world</p>
Autumn 2	<p>Discuss women in the world of work Study the role of women at home Discuss male chauvinism Look at the role of feminism Understand and talk about changes to LGBT rights Discuss gay marriage in Spain and the Hispanic world.</p> <p>Studying the vocabulary of literature, the story, themes, characters, author techniques and style, and social environment.</p> <p><i>A case study of La casa de Bernarda Alba.</i></p>	<p>Discuss the importance of politics in young people's lives and understand why their attitude to politics is changing.</p> <p>Discuss the unemployment situation amongst young people nowadays and how it is affecting them.</p> <p>Describe and discuss the type of society young people in the Hispanic world want to live in.</p> <p>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</p>
Spring 1	<p>Describe and discuss Spanish customs and traditions Discuss the similarities and differences in the gastronomy of Spain. Consider the languages that are spoken in Spain and the issues surrounding them.</p>	<p>Discuss the positive and negative aspects of immigration. Learn more about immigration in the Spanish-speaking world Discuss what problems illegal migrants might face.</p>
Spring 2	<p>Understand civilisations that contributed to the cultural heritage of Spain. Discuss the pre-Columbian heritage of Latin America Discuss Spanish and Latin American artists and the role of architecture in Spain. Understand the diversity of Hispanic music and dance.</p>	<p>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</p> <p>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</p>
Summer	<p>Discuss the positive and/or negative influence singers and musicians have on people. Discuss the positive and/or negative effect TV and cinema stars have in our society. Consider the type of influence fashion models have on young people. Research project first steps.</p>	

### Core content

1. Social issues and trends
2. Political and artistic culture
3. Grammar  
Options
4. Works: Literary texts and films

### Progress

We are assessed every half-term on two skills:

**Listening, reading and writing (paper 1)**

**Writing (paper 2)**

**Speaking (paper 3)**

Intent	What new knowledge/content do we introduce?				
By the end of KS5 students will have:		Year 12	Year 13	Choices	How does this curriculum incorporate the NC and go beyond?
<p>. enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken</p> <p>. develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language</p>	<b>Autumn</b>	<p>Aspects of Hispanic Society</p> <p>2. El ciberespacio</p> <p>Discuss the positive and/or negative influence of the Internet</p> <p>Discuss the positive and/or negative effect of smartphones</p> <p>Consider the type of influence social networks have on society</p> <p><b>Grammar</b></p> <p>Revision of the grammatical categories: nouns, articles, adjectives, pronouns, adverbs, prepositions, personal 'a' PLUS; revision of tenses seen in GCSE (regular and most common irregular forms)</p> <p>Use the present and present continuous</p> <p>Use comparatives and superlatives</p> <p><i>Ser and estar</i></p> <p>Use the future and conditional</p> <p><b>Key skills</b></p> <p>Write a summary based on a listening extract</p> <p>Use expressions giving pros and cons</p> <p>Use idiomatic expressions with impersonal verb</p> <p>Read a text for comprehension</p> <p>Aspects of Hispanic Society</p> <p>1. Los valores tradicionales y modernos</p> <p>Describe the various types of 21st century Spanish family and how these differ from the family model of the past</p> <p>Understand trends in marriage and how modern and traditional values differ and understand the situation regarding divorce</p> <p>Understand the religious history of Spain</p> <p>Discuss changes in the influence of the church</p> <p>Improving knowledge of Spanish language and culture</p> <p><b>Grammar</b></p> <p>The present tense reg and irreg</p> <p>Reflexive verbs</p> <p>The imperfect and imperfect continuous tenses</p> <p>The preterite tense</p> <p>The preterite and the imperfect together</p> <p><b>Key skills</b></p> <p>Recognise cognates</p> <p>Know when to use accents</p> <p>Connect nouns with their corresponding verbs</p> <p>Aspects of Hispanic Society</p> <p>La igualdad de los derechos</p> <p>Discuss women in the world of work</p>	<p>Aspects of political life in the Hispanic world</p> <p>Monarquías y dictaduras</p> <p>Understand the impact of the civil war</p> <p>Discuss life under Franco's dictatorship</p> <p>Describe and discuss the changes from monarchy and republic to dictatorship</p> <p>Describe the transition from dictatorship to monarchy</p> <p>Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina</p> <p><b>Grammar</b></p> <p>Revise the preterite tense</p> <p>Form and use the imperfect subjunctive</p> <p>Use a sequence of tenses</p> <p><b>Key skills</b></p> <p>Speak or write about a historical personality</p> <p>Recognise and use ordinal numbers</p> <p>Read for gist for comprehension</p> <p>Summarising a factual text</p> <p>Film: Ocho Apellidos Vascos.</p> <p>To have a basic concept of modern cinema</p> <p>To describe the life of the director, his ideology and personal influences</p> <p>To describe the director's techniques: critical analysis</p> <p>To describe in detail one of the director's work and provide personal opinions</p> <p>To draw conclusions about the director's contribution to the cinema world</p> <p><b>Grammar</b></p> <p>Revision in context of the grammar seen in AL1.</p> <p>Incorporate new grammar from the other topics</p> <p>Analysis and critical language: focus on introducing an argument, justify an opinion and drawing a conclusion</p> <p><b>Key skills</b></p> <p>Understand and evaluate factual information on social and historical context</p> <p>Write / speak personal evaluation about the artist's life, influences and work</p> <p>Describe the director's work in detail, including hypothesis</p> <p>Provide general appraisal about the director's contribution to the world of cinema</p>	<p><b>Literary texts and films:</b> Students must study either one text and one film or two texts from the list below.</p> <p><b>Texts</b></p> <ul style="list-style-type: none"> <li>• Federico García Lorca La casa de Bernarda Alba</li> <li>• Gabriel García Márquez Crónica de una muerte anunciada</li> <li>• Laura Esquivel Como agua para chocolate</li> <li>• Ramón J. Sender Réquiem por un campesino español</li> <li>• Carlos Ruiz Zafón La sombra del viento</li> <li>• Isabel Allende La casa de los espíritus</li> <li>• Gustavo Adolfo Bécquer Rimas</li> <li>• Fernando Fernán-Gómez Las bicicletas son para el verano</li> <li>• Luis de Castresana El otro árbol de Guernica</li> <li>• Gabriel García Márquez El coronel no tiene quien le escriba</li> </ul> <p><b>Films</b></p> <ul style="list-style-type: none"> <li>• El laberinto del fauno Guillermo del Toro (2006)</li> </ul>	<p>. Trips to Spain.</p> <p>. Work experience in the MFL department.</p> <p>. Theatre and cinema visits.</p> <p>. Cultural celebrations involving Spain and South American countries.</p> <p>. Debating competition with local school.</p> <p>. Opportunity to be part of the project: Why Study a Language? Faculty of Modern and Medieval</p>

<p>. develop their ability to interact effectively with users of the language in speech and in writing, including through online media</p> <p>. develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence</p> <p>. engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context</p> <p>. develop knowledge about matters central to the society and culture, past</p>	<p>Study the role of women at home Discuss male chauvinism Look at the role of feminism Understand and talk about changes to LGBT rights Discuss gay marriage in Spain and the Hispanic world</p> <p><b>Grammar</b> Use indefinite adjectives and pronouns Use the perfect tense Use the pluperfect tense Use the future perfect Use the conditional perfect</p> <p><b>Key skills</b> Improve your translation skills Listen for gist and for detail Recognise words ending in '-ity' Additional translation tips Approach gap fill tasks Literature: "La Casa de Bernarda Alba" (parallel teaching to units 4,5 and 6)</p> <p>Artistic Culture in the Hispanic World La identidad regional en España Describe and discuss Spanish customs and traditions Discuss the similarities and differences in the gastronomy of Spain Consider the languages that are spoken in Spain and the issues surrounding them</p> <p><b>Grammar</b> Use the present subjunctive of regular verbs Use the perfect tense in the subjunctive Use numerals</p> <p><b>Key skills</b> Improve your listening skills Identify correct and incorrect sentences Fill in gaps in a text Respond to a speaking stimulus. Artistic culture in the Hispanic world El patrimonio cultural Understand civilisations that contributed to the cultural heritage of Spain Discuss the pre-Columbian heritage of Latin America Discuss Spanish and Latin American artists and the role of architecture in Spain Understand the diversity of Hispanic music and dance.</p> <p><b>Grammar</b> Use the subjunctive efficiently after verbs of emotion, surprise, doubt, etc. Understand and use efficiently demonstrative and possessive adjectives</p>	<p>Respond to the challenges of other students/ the teacher Independent learning skills Aspects of political life in the Hispanic world Jóvenes de hoy, ciudadanos del mañana</p> <p>Discuss the importance of politics in young people's lives and 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.</p> <p><b>Grammar</b> Use the present subjunctive Use imperatives Use the perfect subjunctive</p> <p><b>Key skills</b> Use a variety of negative expressions Talk about data and trends Express an opinion or evaluation Summarising a listening passage Aspects of political life in the Hispanic world Los movimientos populares</p> <p>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</p> <p><b>Grammar</b> Use if clauses + pluperfect subjunctive Use if clauses + imperfect subjunctive Use the passive voice</p> <p><b>Key skills</b> Develop and use a wider vocabulary Vary sentence structure to enhance speaking Infer meaning from listening and reading. Translation into English Multiculturalism in Hispanic society La inmigración</p> <p>Discuss the positive and negative aspects of immigration Learn more about immigration in the Spanish-speaking world Discuss what problems illegal migrants might face</p> <p><b>Grammar</b> Form and use the present tense Revise the imperfect and preterite tenses Use compound tenses</p>	<ul style="list-style-type: none"> <li>• Ocho apellidos vascos Emilio Martínez-Lázaro (2014)</li> <li>• María, llena eres de gracia Joshua Marston (2004)</li> <li>• Volver Pedro Almodóvar (2006)</li> <li>• Abel Diego Luna (2010)</li> <li>• Las 13 rosas Emilio Martínez-Lázaro (2007)</li> </ul>	<p>Languages and Linguistics – Cambridge University.</p>
---	---	--	---	--

<p>and present, of the country or countries where the language is spoken</p> <p>. mediate between cultures and between speakers of the language and speakers of English</p> <p>. foster their ability to learn other languages</p> <p>. equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment</p> <p>. develop their capacity for critical and analytical thinking through the language of study</p> <p>. develop as independent researchers through the</p>		<p>Use imperatives</p> <p><b>Key skills</b></p> <p>Use the internet to enhance your work</p> <p>Break down comprehension tasks</p> <p>Recognise irregular endings: nouns ending in <i>-ma</i></p> <p>Answer comprehension questions</p>	<p><b>Key skills</b></p> <p>Improve dictionary skills</p> <p>Revise the use of loan words</p> <p>Vary vocabulary by using synonyms</p> <p>Checking your work.</p>	
	Spring	<p>Artistic culture in the Hispanic world</p> <p>La influencia de los ídolos</p> <p>Discuss the positive and/or negative influence singers and musicians have on people</p> <p>Discuss the positive and/or negative effect TV and cinema stars have in our society</p> <p>Consider the type of influence fashion models have on young people</p> <p><b>Grammar</b></p> <p>Use indirect object pronouns</p> <p>Practise the passive voice</p> <p>Use direct object pronouns</p> <p><b>Key skills</b></p> <p>Use connectives to improve your written work</p> <p>Improve your translations into Spanish</p> <p>Use connectives and other expressions to improve your conversation style</p> <p>Check your written work</p> <p>Approach summary questions</p>	<p>Multiculturalism in Hispanic society</p> <p>6. La convivencia</p> <p>Understand and describe the different ways cultures integrate in Hispanic society</p> <p>Understand and describe the issues surrounding the integration of different cultures within the sphere of education</p> <p>Understand and describe the coexistence of various religions in the Hispanic world</p> <p><b>Grammar</b></p> <p>Form and use prepositions</p> <p>Use pronouns</p> <p>Use adverbs</p> <p><b>Key skills</b></p> <p>Use language for describing change</p> <p>Vary sentence structure to enhance writing</p> <p>Structure an argument</p> <p>Translation into Spanish</p>	
	Summer	<p><b>CONSOLIDATION OF INDIVIDUAL RESEARCH PROJECT</b></p> <p><b>PREPARATION OF ORAL EXAM</b></p> <p><b>REVISION OF ALL TOPICS</b></p> <p><b>Grammar</b></p> <p>Consolidation of all grammar through essay writing, speaking activities, translations, reading and listening activities</p> <p><b>Key skills</b></p> <p>Gain confidence for exam</p> <p>Develop good exam technique</p> <p>Target of specific strengths and weaknesses</p> <p>Development of independent learning skills</p>	<p><b>CONSOLIDATION OF INDIVIDUAL RESEARCH PROJECT</b></p> <p><b>PREPARATION OF ORAL EXAM</b></p> <p><b>REVISION OF ALL TOPICS</b></p> <p><b>Grammar</b></p> <p>Consolidation of all grammar through essay writing, speaking activities, translations, reading and listening activities</p> <p><b>Key skills</b></p> <p>Gain confidence for exam</p> <p>Develop good exam technique</p> <p>Target of specific strengths and weaknesses for each unit</p> <p>Development of independent learning skills</p>	
	Rationale for this sequence	<p>We follow the SoW suggested by Oxford University Press (Kerboodle) as we believe this is a very challenging course with plenty of opportunities for revision and caters for all abilities.</p>		
	KS5 Curriculum build on previous learning at KS4?	<p>The A Level course builds on everything that is studied at GCSE but aims to increase spontaneity and the ability to ‘think French / German / Spanish’. The exams are slightly different: the first exam is a speaking exam, the second tests listening, reading and</p>		

language of study.		translation skills and students have complete control over the listening file, so no more of everybody doing each listening question at the same time, and the final exam tests written skills.	
--------------------	--	---	--