**VOCABULARY / LANGUAGE GRAMMAR SKILLS**

Carmel College Curriculum Implementation – KS5 Long term plan Subject: **Spanish**

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|  | **YEAR 12 (TEACHER 1, 2hrs per week)** | **YEAR 12 (TEACHER 2, 2hrs per week)** | **YEAR 12 (TEACHER 3, 1hr per week)** |
| Autumn half term 1+2Sequential knowledge and skills | **Theme 1: Aspects of Hispanic society: current trends****Unit 1 – Los valores tradicionales y modernos****1.1 Los cambios en la familia****VOCABULARY / LANGUAGE**Describe the various types of 21st century Spanish family and how these differ from the family model of the past **GRAMMAR**Use the imperfect and imperfect continuous tenses**SKILLS**Recognise cognates**1.2 Actitudes hacia el matrimonio y el divorcio****VOCABULARY / LANGUAGE**Understand trends in marriage and how modern and traditional values differUnderstand the situation regarding divorce**GRAMMAR**Use the preterite tense**SKILLS**Know when to use accents**1.3 La influencia de la iglesia católica** **VOCABULARY / LANGUAGE**Understand the religious history of SpainDiscuss changes in the influence of the church**GRAMMAR**Use the imperfect and preterite tenses together**SKILLS**Connect nouns with their corresponding verbs**Theme 2: Artistic culture in the Hispanic world****Unit 5 – La identidad regional de España****5.1 Tradiciones y costumbres** **VOCABULARY / LANGUAGE**Describe and discuss Spanish customs and traditions **GRAMMAR**Use the present subjunctive of regular verbs **SKILLS**Improve your listening skills**5.2 La gastronomía** **VOCABULARY / LANGUAGE**Discuss the similarities and differences in the gastronomy of Spain**GRAMMAR**Use the perfect tense in the subjunctive **SKILLS**Identify correct and incorrect sentences**5.3 Las lenguas** **VOCABULARY / LANGUAGE**Consider the languages that are spoken in Spain and the issues surrounding them**GRAMMAR**Use numerals **SKILLS**Fill in gaps in a text  | **Theme 1: Aspects of Hispanic society: current trends****Unit 2 – El ciberespacio****2.1 La influencia de Internet** **VOCABULARY / LANGUAGE**Discuss the positive and/or negative influence of the Internet**GRAMMAR**Use the present and present continuous**SKILLS**Write a summary based on a listening extract**2.2 Los móviles inteligentes en nuestra sociedad** **VOCABULARY / LANGUAGE**Discuss the positive and/or negative effect of smartphones**GRAMMAR**Use comparatives and superlatives*Ser* and *estar***SKILLS**Use expressions giving pros and cons**2.3 Las redes sociales: beneficios y peligros****VOCABULARY / LANGUAGE**Consider the type of influence social networks have on society**GRAMMAR**Use the future and conditional **SKILLS**Use idiomatic expressions with impersonal verbs**Theme 1: Aspects of Hispanic society: current trends****Unit 3 – La igualdad de los sexos** **3.1 La mujer en el mercado laboral****VOCABULARY / LANGUAGE**Discuss women in the world of workStudy the role of women at home**GRAMMAR**Use indefinite adjectives and pronouns**SKILLS**Improve your translation skills**3.2 El machismo y el feminismo****VOCABULARY / LANGUAGE**Discuss male chauvinismLook at the role of feminism**GRAMMAR**Use the perfect tense Use the pluperfect tense**SKILLS**Listen for gist and for detail**3.3 Los derechos de los gays y las personas transgénero****VOCABULARY / LANGUAGE**Understand and talk about changes to LGBT rightsDiscuss gay marriage in Spain and the Hispanic world**GRAMMAR**Use the future perfect Use the conditional perfect**SKILLS**Recognise words ending in ‘-ity’Additional translation tips | **Dosier de cine y literatura****1 Dosier de cine: Estudiar una película*** A case study of *El laberinto del fauno.*
* Vocabulary of cinema
* Opinions of the film
* The director
* The characters and relationships
* The plot
* Social, historical and political context
* Representation of women
* Cinematic styles and techniques
* Theme of fairy tales
* Symbolism
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| Autumn assessment | **Y12 diagnostic assesment : This test will be used to assess students’ transition from GCSE to A-level****Half term assessment : reading and translation****End of unit topic tests from Exampro** |
| Spring half term 3+4Sequential knowledge and skills | **Theme 2: Artistic culture in the Hispanic world****Unit 6 – El patrimonio cultural****6.1 Sitios históricos y civilizaciones prehispánicas****VOCABULARY / LANGUAGE**Understand civilisations that contributed to the cultural heritage of SpainDiscuss the pre-Columbian heritage of Latin America**GRAMMAR**Use the subjunctive efficiently after verbs of emotion, surprise, doubt, etc.**SKILLS**Use the internet to enhance your work**6.2 Arte y arquitectura****VOCABULARY / LANGUAGE**Discuss Spanish and Latin American artists and the role of architecture in Spain**GRAMMAR**Understand and use efficiently demonstrative and possessive adjectives**SKILLS**Break down comprehension tasks | **Theme 2: Artistic culture in the Hispanic world****Unit 6 – El patrimonio cultural****6.3 El patrimonio musical y su diversidad****VOCABULARY / LANGUAGE**Understand the diversity of Hispanic music and dance**GRAMMAR**Use imperatives**SKILLS**Recognise irregular endings: nouns ending in -ma **Exam preparation**Speaking exam practice | **Theme 2: Artistic culture in the Hispanic world****Unit 4 – La influencia de los ídolos****4.1 Cantantes y músicos****VOCABULARY / LANGUAGE**Discuss the positive and/or negative influence singers and musicians have on people**GRAMMAR**Use indirect object pronouns**SKILLS**Use connectives to improve your written workImprove your translations into Spanish**4.2 Estrellas de televisión y cine****VOCABULARY / LANGUAGE**Discuss the positive and/or negative effect TV and cinema stars have in our society**GRAMMAR**Practise the passive voice**SKILLS**Use connectives and other expressions to improve your conversation style**4.3 Modelos** **VOCABULARY / LANGUAGE**Consider the type of influence fashion models have on young people**GRAMMAR**Use direct object pronouns**SKILLS**Check your written work |
| Spring assessment and mock examination | **Mock exam :** **Paper 1 : listening, reading and Spanish – English translation****Paper 2 : writing and English-Spanish translation****Paper 3 : speaking****End of unit topic tests from Exampro** |
| Summer half term 5+6Sequential knowledge and skills | **Exam preparation**Speaking exam practiceListening, reading and writing exam practice | **Exam preparation**Speaking exam practiceListening, reading and writing exam practice | **Exam preparation**Film and essay writing practice**Introduction to IRP**Students will be supported as they begin their preparation for their Individual Research Project |
| Summer assessment | **End of year exam :** **Paper 1 : listening, reading and Spanish – English translation****Paper 2 : writing and English-Spanish translation****Paper 3 : speaking****End of unit topic tests from Exampro** |

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Carmel College Curriculum Implementation – KS5 Long term plan Subject: **Spanish**

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|  | **YEAR 13 (TEACHER 1, 2hrs per week)** | **YEAR 13 (TEACHER 2, 2hrs per week)** | **YEAR 13 (TEACHER 3, 1hr per week)** |
| Autumn half term 1+2Sequential knowledge and skills | **Dosier de cine y literatura****1 Dosier de literatura: Estudiar un libro*** A case study of *Como agua para chocolate.*
* Literary vocabulary
* Opinions of the book
* The author
* The characters and relationships
* The plot
* Social, historical and political context
* Representation of women
* Literary styles and techniques
* Theme of tradition and rebellion
* Theme of cooking and food
* Magical realism
* Symbolism
 | **Theme 3: Multiculturalism in Hispanic society****Unit 1 – La inmigración****1.1 Los beneficios y los aspectos negativos****VOCABULARY / LANGUAGE**Discuss the positive and negative aspects of immigration**GRAMMAR**Form and use the present tense**SKILLS**Improve dictionary Skills**1.2 La inmigración en el mundo hispánico****VOCABULARY / LANGUAGE**Learn more about immigration in the Spanish-speaking world**GRAMMAR**Revise the imperfect and preterite tenses**SKILLS**Revise the use of loan words**1.3 Los indocumentados – problemas****VOCABULARY / LANGUAGE**Discuss what problems illegal migrants might face**GRAMMAR**Use compound tenses**SKILLS**Vary vocabulary by using synonyms**Theme 3: Multiculturalism in Hispanic society****Unit 3 – La convivencia****3.1 La convivencia de culturas****VOCABULARY / LANGUAGE**Understand and describe the different ways cultures integrate in Hispanic society**GRAMMAR**Form and use prepositions**SKILLS**Use language for describing change**3.2 La educación****VOCABULARY / LANGUAGE**Understand and describe the issues surrounding the integration of different cultures within the sphere of education**GRAMMAR**Use pronouns**SKILLS**Vary sentence structure to enhance writing**3.3 Las religiones****VOCABULARY / LANGUAGE**Understand and describe the coexistence of various religions in the Hispanic world**GRAMMAR**Use adverbs**SKILLS**Structure an argument | **Continued preparation of IRP**Students will be supported as they continue their preparation for their Individual Research Project**Theme 4: Aspects of political life in the Hispanic world****Unit 4 – Jóvenes de hoy, ciudadanos del mañana****4.1 Los jóvenes y su actitud hacia la política: activismo o apatía****VOCABULARY / LANGUAGE**Discuss the importance of politics in young people’s livesUnderstand why their attitude to politicsis changing**GRAMMAR**Use the present subjunctive**SKILLS**Use a variety of negative expressions**4.2 El paro entre los Jóvenes****VOCABULARY / LANGUAGE**Discuss the unemployment situation amongst young people nowadays and how it is affecting them**GRAMMAR**Use imperatives**SKILLS**Talk about data and trends |
| Autumn assessment | **Y13 Half term assessment : Listening, reading, writing and translation****End of unit topic tests from Exampro****Y13 Mock exam :****Paper 1 : listening, reading and translation exam****Paper 2 : writing****Paper 3 : speaking** |
| Spring half term 3+4Sequential knowledge and skills | **Theme 3: Multiculturalism in Hispanic society****Unit 2 – El racism****2.1 Las actitudes racistas y xenófobas****VOCABULARY / LANGUAGE**Describe and discuss racist and xenophobic attitudes in the Spanish-speaking world**GRAMMAR**Improve use of nouns and adjectives**SKILLS**Express approval/disapproval**2.2 Las medidas contra el racismo****VOCABULARY / LANGUAGE**Understand and discuss measures to combat racism and their effectiveness**GRAMMAR**Use conditional tenses**SKILLS**Translate the English gerund (-ing form) into Spanish**2.3 La legislación anti-racista****VOCABULARY / LANGUAGE**Look at existing legislation against racismDiscuss possible new legislation**GRAMMAR**Use future tenses**SKILLS**Express obligation**Theme 4: Aspects of political life in the Hispanic world****Unit 6 – Movimientos populares****6.1 La efectividad de las manifestaciones y las huelgas****VOCABULARY / LANGUAGE**Consider and discuss how effective protests and strikes are**GRAMMAR**Use if clauses + pluperfect subjunctive**SKILLS**Develop and use a wider vocabulary | **Theme 4: Aspects of political life in the Hispanic world****Unit 5 – Monarquías y dictaduras****5.1 La dictadura de Franco****VOCABULARY / LANGUAGE**Understand the impact of the civil warDiscuss life under Franco’s dictatorship**GRAMMAR**Revise the preterite tense**SKILLS**Speak or write about a historical personality**5.2 La evolución de la monarquía en España****VOCABULARY / LANGUAGE**Describe and discuss the changes from monarchy and republic to dictatorshipDescribe the transition from dictatorship to monarchy**GRAMMAR**Form and use the imperfect subjunctive**SKILLS**Recognise and use ordinal numbers**5.3 Dictadores latinoamericanos****VOCABULARY / LANGUAGE**Discuss dictatorships in Latin America, particularly in Panama, Chile and Argentina**GRAMMAR**Use a sequence of tenses**SKILLS**Read for gist for comprehension**Theme 4: Aspects of political life in the Hispanic world****Unit 6 – Movimientos populares****6.2 El poder de los sindicatos****VOCABULARY / LANGUAGE**Describe and discuss the power of trade unions**GRAMMAR**Use if clauses + imperfect subjunctive**SKILLS**Vary sentence structure to enhance speaking**6.3 Ejemplos de protestas sociales****VOCABULARY / LANGUAGE**Consider and discuss the 15-M Movement in Spain and the Mothers of the Plaza de Mayo in Argentina**GRAMMAR**Use the passive voice**SKILLS**Infer meaning from listening and reading | **Theme 4: Aspects of political life in the Hispanic world****Unit 4 – Jóvenes de hoy, ciudadanos del mañana****4.3 Su sociedad ideal****VOCABULARY / LANGUAGE**Describe and discuss the type of society young people in the Hispanic world want to live in**GRAMMAR**Use the perfect subjunctive**SKILLS**Express an opinion or evaluation**Continued preparation of IRP**Students will be supported as they continue their preparation for their Individual Research Project**Exam preparation**Film and literature essays writing practice |
| Spring assessment and mock examination | **Y13 in class assessment : Listening, reading, writing, translation and speaking****End of unit topic tests from Exampro** |
| Summer half term 5+6Sequential knowledge and skills | **Exam preparation**Speaking exam practiceListening, reading and writing exam practice | **Exam preparation**Speaking exam practiceListening, reading and writing exam practice | **Exam preparation**Film and literature essays writing practice |
| Summer assessment | **End of unit topic tests from Exampro** **Final exam :** **Paper 1 : listening, reading and translation exam****Paper 2 : writing****Paper 3 : speaking** |