**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+2  Sequential 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 differ  Understand 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 Spain  Discuss 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 work  Study 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 chauvinism  Look 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 rights  Discuss 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 |
| 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+4  Sequential 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 Spain  Discuss 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 work  Improve 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+6  Sequential knowledge and skills | **Exam preparation**  Speaking exam practice  Listening, reading and writing exam practice | **Exam preparation**  Speaking exam practice  Listening, 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+2  Sequential 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 lives  Understand why their attitude to politics  is 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+4  Sequential 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 racism  Discuss 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 war  Discuss 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 dictatorship  Describe 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+6  Sequential knowledge and skills | **Exam preparation**  Speaking exam practice  Listening, reading and writing exam practice | **Exam preparation**  Speaking exam practice  Listening, 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** | | |