



	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 12 Teacher 1 SBL</p>	<p>Unit: La música</p>	<p>Unit: La música / los medios de comunicación</p>	<p>Unit: Los medios de comunicación / El papel de las costumbres y las tradiciones</p>	<p>Unit: El papel de las costumbres y las tradiciones / Trial 2 revision</p>	<p>Unit: Trial 2 / Film study</p>	<p>Unit: Film study</p>
	<p>Wk 1: Course overview, welcome to A level, introduction to course</p> <p>Wk 2: Influences of musicians and bands on young people Changes in music styles</p>	<p>Wk 1: The infinitive</p> <p>Wk 2: The gerund</p>	<p>Wk 1: Trial 1 and feedback</p> <p>Wk 2: Introduction to subjunctive (G14) Present tense after conjunctions of time and after para que, sin que (I1, I2)</p> <p>Wk 3: The importance of social networks and how they have changed the way people relate Relative pronouns including cuyo</p>	<p>Wk 1: Religious vs non-religious festivals</p> <p>Wk 2: Verb + preposition constructions</p>	<p>Wk 1: Trial 2</p> <p>Wk 2: Feedback</p>	<p>Wk 1: Watch the film, focus on key quotes / scenes, discussion throughout</p> <p>Wk 2: Reflection – opinions on the film, what are the key themes? How are these themes presented in the film?</p>
	<p>Wk 3: Immediate future, future</p>	<p>Wk 3: Assessment and feedback</p>	<p>Wk 4: Assessment and feedback</p>	<p>Wk 3: Assessment and feedback</p>	<p>Wk 3: Film introduction – author. Background and key works</p>	<p>Wk 3: Character analysis</p>

	<p>Wk 4: Different types of Spanish guitar</p> <p>Wk 5: Gustar-like constructions</p> <p>Wk 6: Study of some Spanish and Latin America dances and their impact on popular culture</p>	<p>Wk 4: The impact of television, especially soap operas and reality television</p> <p>Wk 5: Imperatives (tú and usted, singular and plural)</p> <p>Wk 6: The importance of the press in the digital era</p>	<p>Wk 5: Customs relating to food in Spain Preterite tense</p> <p>Wk 6: Customs relating to food in Latin America Negatives</p> <p>Wk 7: A festival in Latin America Por/para</p>	<p>Wk 4: Grammar revision and recap – subjunctive focus</p> <p>Wk 5: Revision of themes studied</p> <p>Wk 6: General trial revision – independent</p>	<p>Wk 4: Historical context of the film. The Franco regime.</p> <p>Wk 5: Main characters and what they represent</p> <p>Wk 6: Success of the film, critical reception.</p>	<p>Wk 4: Metaphors and symbolism</p> <p>Wk 5: Artistic direction and soundtrack</p> <p>Wk 6: Work experience</p>
Final Assessment:	<p>Translation Video test Reading/grammar/vocab task</p>	<p>Translation Video test Reading/grammar/vocab task</p>	Trial 1	Timed lit essay	Trial 2-Full AS paper + essay	

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12 Teacher 2 ASD	Unit: Los cambios en la estructura familiar	Unit: Los cambios en la estructura familiar / El mundo laboral	Unit: El mundo laboral / El impacto turístico en España	Unit: El impacto turístico en España	Unit: Revision / Exams / Literature intro	Unit: Launching the Play / pre-reading activities
	Wk 1: Introduction to course (Topics, expectations) Stereotypes about Spain/Latin America – comparison to reality	Wk 1: Marriage, separation, divorce	Wk 1: Trial 1 + feedback	Wk 1: Economic impact of tourism	Wk 1: Trial 2	Wk 1: La Casa de Bernarda Alba author – who was Lorca?
	Wk 2: Different family models – number of children, living arrangements	Wk 2: Care of children when marriage breaks down / adjectives	Wk 2: Gender inequality in the Spanish job market	Wk 2: Benefits of tourism for Spain	Wk 2: Trial 2 Feedback	Wk 2: La Casa de Bernarda Alba author – Key works
	Wk 3: Present tense – regular / irregular / radical changing verbs	Wk 3: Assessment and feedback	Wk 3 : Interrogative constructions – interrogative adverbs and interrogative pronouns	Wk 3: Object pronouns	Wk 3: Introduction to A level skills	Wk 3: La Casa de Bernarda Alba historical and social context – time period in which he was writing
	Wk 4: Attitudes to marriage and cohabitation	Wk 4: The current situation of young people in Spain in relation to work	Wk 4: Comparative constructions	Wk 4: The conditional tense	Wk 4: Introduction to Literature. English version of play	Wk 4: La Casa de Bernarda Alba main themes
	Wk 5: Attitudes to same-sex relationships	Wk 5: Definite and indefinite articles	Wk 4: Assessment and feedback	Wk 5: Assessment and feedback	Wk 5: La Casa de Bernarda Alba- See SOW in teams- Introduction-story	Wk 5: La Casa de Bernarda Alba main themes
	Wk 6: Role of grandparents and extended family	Wk 6: Job opportunities in different sectors	Wk 5: Changes in the impact of tourism in the last 50 years	Wk 6: Consolidation of grammar	Wk 6: La Casa de Bernarda Alba -story	
		Wk 6: Preterite vs imperfect				
		Wk 7: Impact of tourism on the environment				

						Wk 6: Work experience
Final Assessment:	Translation Video test Reading/grammar/ vocab task	Translation Video test Reading/grammar/ vocab task	Trial 1	Timed lit essay	Trial 2-Full AS paper + essay	



	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 13 Teacher 1</p> <p>SBL</p>	<p>Unit: España como destino migratorio</p>	<p>Unit: 8 España como destino migratorio / Los desafíos de la inmigración y de la integración en España</p>	<p>Unit: Los desafíos de la inmigración y de la integración en España / La reacción pública y social a la integración</p>	<p>Unit: La reacción pública y social a la integración</p>	<p>Unit: Exams</p>	<p>Unit: Exams</p>
	<p>Wk 1: Film study consolidation + essay practice</p>	<p>Wk 1: Active/passive Avoiding the passive with se</p>	<p>Wk 1: IRP complete – practice and bullet point check</p>	<p>Wk 1: Subordinating clauses with indicative of subjunctive</p>	<p>Wk 1:</p>	<p>Wk 1:</p>
	<p>Wk 2: IRP Launch, themes and rationale. To be worked on throughout term 1. Student self-study.</p>	<p>Wk 2: Assessment and feedback</p>	<p>Wk 2: Subjunctive (2) concession, emotion, possibility/probability, necessity</p>	<p>Wk 2: Assessment and feedback</p>	<p>Wk 2:</p>	<p>Wk 2:</p>
	<p>Wk 3: Experiences of immigrants in Spain</p>	<p>Wk 3: Impact of immigration on education/school life</p>	<p>Wk 3: Feedback and revision</p>	<p>Wk 3: Revision</p>	<p>Wk 3:</p>	<p>Wk 3:</p>
	<p>Wk 4: Ser and estar</p>	<p>Wk 4: Radical and orthographic changes in verbs (G19)</p>	<p>Wk 4: Immigration policies / Past participle (G12)</p>	<p>Wk 4: Revision</p>	<p>Wk 4:</p>	<p>Wk 4:</p>
	<p>Wk 5: The needs of the Spanish job market, and the need for immigrants Object pronouns (2)</p>	<p>Wk 5: Living conditions of immigrants in Spain Expressions of time (e.g. desde hace)</p>	<p>Wk 5: Public opinion on immigration Cardinal and ordinal numbers</p>	<p>Wk 5: Revision</p>	<p>Wk 5:</p>	<p>Wk 5:</p>
	<p>Wk 6: Muslim influence in Spain,</p>	<p>Wk 6: Marginalisation and alienation of immigrants in Spain</p>	<p>Wk 6: The future impact of immigration on Spanish society</p>	<p>Wk 6: Revision</p>	<p>Wk 6:</p>	<p>Wk 6:</p>

	particularly on food and arts					
Final Assessment:	Translation Video test Reading/grammar/ vocab task	Translation Video test Reading/grammar/ vocab task	Essay practice IRP	IRP Exam prep		

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 13 Teacher 2</p> <p>ASD</p>	Unit: Play study	Unit: Play study / La Guerra Civil y el ascenso de Franco	Unit: La Guerra Civil y el ascenso de Franco / La dictadura franquista	Unit: La dictadura franquista / El paso de la dictadura a la democracia	Unit:	Unit:
	Wk 1: Comprehension – check understanding from summer reading	Wk 1: Love hate and envy / reputation and hypocrisy	Wk 1: Subjunctive in all tenses (3) especially imperfect subjunctive (G14) Value judgements, verbs of influence	Wk 1: Word order, including cleft sentences	Wk 1:	Wk 1:
	Wk 2: Characters and their importance in the play	Wk 2: Tragedy and symbolism	Wk 2: Social divisions caused by the civil war Conditional sentences: probable, improbable and impossible meanings	Wk 2: Feedback and revision	Wk 2:	Wk 2:
	Wk 3: Act 1/2/3 – key events	Wk 3: Language and Lorca's influences and summary	Wk 3: Assessment and feedback	Wk 3: Key moments in the transition to democracy Active/passive Se to avoid passive	Wk 3:	Wk 3:
	Wk 4: Act 1/2/3 – key events	Wk 4: Essay practice – how to write an essay, key themes of questions	Wk 4: The living conditions of different groups during the postwar era Adverbs	Wk 4: The Role of Adolfo Suárez and the King Don Juan Carlos in the transition to democracy. The first democratic elections Impersonal verbs	Wk 4:	Wk 4:

	<p>Wk 5: Social class and the role of women – understand how themes are shown / key quotes</p> <p>Wk 6: Freedom and repression</p>	<p>wk 5: The reasons for Franco's rise to power Perfect tense</p> <p>wk 6: Why Franco won the civil war</p>	<p>wk 5: Censorship and restrictions during the dictatorship Indefinite, adjectives and pronouns</p> <p>wk 6: Divisions in Spanish society under the Franco regime</p>	<p>wk 5: The Role of Adolfo Suárez and the King Don Juan Carlos in the transition to democracy. The first democratic elections</p> <p>wk 6: The impact of the tradition in Spanish society and the transition to democracy</p>	<p>Wk 5:</p> <p>Wk 6:</p>	<p>Wk 5:</p> <p>Wk 6:</p>
Final Assessment:	<p>Translation Video test Reading/grammar/ vocab task</p>	<p>Translation Video test Reading/grammar/ vocab task</p>	<p>Essay practice</p>	<p>Essay practice and exam skills</p>		