

DEPARTAMENTO DE ESPAÑOL



Introduction:

The aim of our schemes of work is to promote consistency within the Spanish Department in order to plan and deliver lessons that challenge and engage all students and that allow teachers to use assessments effectively. These schemes of work should also give students the opportunity to learn about the world and different cultures and to show them the wide variety of opportunities that the future will offer them when they are able to speak another language.

Languages Vision Statement (GD):

Spanish will inspire you to engage with the world, different societies and cultures, so that you can broaden your tolerance, adaptability, knowledge and thinking skills.

Languages introduction (GD):

You will develop your linguistic confidence in a safe and supportive environment in which you are encouraged to take risks. The lessons foster cooperation, collaboration and teamwork.

You will develop your linguistic skills through the use of authentic materials (songs, articles, stories) in a positive atmosphere. Your teachers are experts in building positive relationships and they will have high expectations of you to engage and adapt to the pace of your lessons. You will find teachers draw on their own experiences, which helps to take the subject outside of the classroom. You will be challenged to question where you have seen Spanish used in the wider world, out of school. You will be given the opportunity to participate in a residential visit abroad.

YEAR 12 and YEAR 13 CURRICULUM MAP (GD): SIN FRONTERAS



During Year 12 and 13, we will be preparing our students to successfully pass their A Level exams and achieve or exceed their targets. The Scheme of Work below shows what skills students will have to develop and how we are going to support our students to improve in all these areas.

YEAR 12 (GD) Topics:	Knowledge:	Skills:
<u>Phase 1 (6 weeks)</u> Theme 1 Aspects of Hispanic Society* : Unit 1- Los valores tradicionales y modernos	Revision	How to conjugate verbs and tenses (personalised conjugation tables): present, preterite, imperfect, future, conditional, perfect, future perfect, conditional perfect, pluperfect and imperative.
	1.1 Las familias de antes y las de ahora.	Nouns: gender; singular and plural forms; plural of male/female pairs; affective suffixes.
	1.2 La religión católica y las fiestas.	The position and agreement of adjectives, including apocopation.
	1.3 Actitudes hacia el matrimonio y el divorcio.	Reflexive verbs.

	1.4 Las múltiples formas familiares.	Interrogative. Demonstrative, indefinite, possessive, interrogative, exclamatory and relative adjectives.
Phase 2 (18 weeks) *Study of film: in phase 2 one hour a week will be dedicated to study the film (revising grammar and essay-writing). International Projects with our partner school in Spain will also take place during the year* Theme 1 Aspects of Hispanic Society*: Unit 2: EL ciberespacio Unit 3: La igualdad de los derechos	2.1 Las diferentes caras de internet.	Definite and indefinite articles. Lo + adjective
	2.2 ¿Cómo han cambiado nuestra vidas debido a las nuevas tecnologías?	Comparatives and superlatives. Use of adjectives as nouns. Relative “cuyo”
	2.3 Los teléfonos inteligentes.	Direct and indirect object pronouns.
	3.1 La lucha por la igualdad de las mujeres.	Numerals: cardinals; ordinal; agreement and expressions of time and date.
	3.2 La mujer contemporánea.	Verbs like “Gustar”
	3.3 Los derechos del colectivo LGBT.	Adverbs: formation; comparative and superlative; use of adjectives as adverbs.
	3.4 Mejorando la situación de la mujer.	Quantifiers, intensifiers and conjunctions.
	4.1 Los jóvenes y los ídolos musicales.	Prepositions (simple and complex) and personal “a”.
Theme 2: Artistic culture in the Hispanic world*: Unit 4: La influencia de los ídolos. Unit 5: La identidad regional en España. Unit 6: El patrimonio cultural	4.2¿ Héroes deportivos?	Uses of the infinitive, the gerund and the past participle.
	4.3 La nueva cultura de la fama.	Negative constructions.
	5.1 La Semana Santa en España.	Present subjunctive and when to use it
	5.2 La tauromaquia.	Complex subjunctive: perfect; imperfect and pluperfect.
	5.3 La gastronomía Española.	Relative pronouns.
	5.4 Las lenguas en España.	Reflexive, demonstrative, indefinite and possessive pronouns.
	6.1 Perú, incas y conquistas	Por and para
	6.2 Arte mexicano.	Ser and estar
	6.3 La arquitectura árabe en Andalucía.	Active and passive voices, including the impersonal se.
	6.4 El patrimonio musical en el mundo hispano.	Constructions with verbs followed by a preposition.
Phase 3 (5 weeks): <ul style="list-style-type: none"> ● Intense practice of skills for exam and assessment: speaking*. ● Intensive practice of essay-writing skills*. 		

*international links

*differentiated approach

GD: global dimension

YEAR 13 (GD) Topics	Knowledge:	Skills:
<p><u>Phase 1 (6 weeks)</u></p> <p>Theme 3 Aspects of Political Life in the Hispanic World*:</p> <p>Unit 1- Jóvenes de hoy, ciudadanos de mañana.</p> <p>Study of a novel and a film: one hour a week will be dedicated to study the film and the novel and develop skills for essay writing.</p> <p>One hour every other week will be dedicated to practise speaking exams and IRP (individual research projects).</p> <p>International Projects with our partner school in Spain will also take place during the year*.</p>	<p>Revision (including an AS Mock on the first week back)</p> <p>1.1 Los jóvenes y su actitud hacia la política: activismo o apatía.</p>	<p>Revision of all grammar aspects from the AS course (application of this grammar to all skills, writing, speaking, listening, reading and translation)</p> <p>Focus on: subjunctive and negative expressions.</p>
	<p>1.2 El paro entre los jóvenes</p>	<p>Revision of all grammar aspects from the AS course (application of this grammar to all skills, writing, speaking, listening, reading and translation)</p> <p>Imperatives and learn how to talk about data and trends.</p>
	<p>1.3 Su sociedad ideal</p>	<p>Revision of all grammar aspects from the AS course (application of this grammar to all skills, writing, speaking, listening, reading and translation)</p> <p>Expressing opinions and evaluations (critical analysis)</p>
<p><u>Phase 2 (18 weeks)</u></p> <p>Theme 3 Aspects of Political Life in the Hispanic World*:</p> <p>Unit 2- Monarquías y dictaduras.</p> <p>Study of a novel and a film: one hour a week will be dedicated to study the film and the novel and develop skills for essay writing.</p>	<p>2.1 La dictadura de Franco</p>	<p>Revision of all grammar aspects from the AS course (application of this grammar to all skills, writing, speaking, listening, reading and translation)</p> <p>Speak and write about a historical personality.</p>
	<p>2.2 La evolución de la monarquía en España.</p>	<p>Revision of all grammar aspects from the AS course (application of this grammar to all skills, writing, speaking,</p>

<p>One hour every other week will be dedicated to practise speaking exams and IRP (individual research projects).</p> <p>International Projects with our partner school in Spain will also take place during the year*.</p>	<p>2.3 Dictadores Latinoamericanos.</p>	<p>listening, reading and translation).</p> <p>Discuss and describe changes in political systems (monarchy and republic; dictatorship and democracy).</p>
	<p>2.4 Los movimientos populares</p> <p>2.5 Manifestaciones y huelgas.</p> <p>2.6 El poder de los Sindicatos</p> <p>2.7 Ejemplos de protestas sociales.</p>	<p>Revision of all grammar aspects from the AS course (application of this grammar to all skills, writing, speaking, listening, reading and translation).</p> <p>Consider and discuss how effective protest and strikes are and the power of strike unions.</p> <p>Study different social movements and their impact on society.</p>
<p>Phase 3 (5 weeks):</p> <ul style="list-style-type: none"> ● Intense practice of skills for exam and assessment: speaking*. ● Intensive practice of essay-writing skills*. 		

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