Year 12 Spanish (6hr/ week)

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic:**  **Traditional and modern values + The influence of idols**  **Knowledge and skills covered:**  **Present tense regular and irregular verbs**  **Reflexive verbs**  Casarse  Divorciarse  Pelearse  **Imperfect tense**  **Preterite regular and irregular verbs**  **Opinions**  me gustaría/según yo/a mi juicio/  prefiero/es cierto que/en mi opinion/ Estoy a favor de/ en contra de/ Por un lado… por otro lado…  **Traditional and modern values :**  Changes in the Family  Attitudes towards marriage and divorce  Influence of the Catholic Church  Discussing attitudes towards family/the Church/marriage/women in Spain in the 20th Century and examples from Spanish-speaking world  **Influence of idols**  Singers and Musicians  TV and Cinema stars  Saying whether they have a positive/negative influence in society and examples from Spanish-speaking world  **PC1 assessment- speaking stimulus cards x2** | **Topic: Equality of the sexes and Regional Identity in Spain**  **Knowledge and skills covered:**  **Direct Object Pronouns**  **Perfect tense and main irregular past participles**  Vuelto  Hecho  Resuelto  Visto  Dicho  **Pluperfect tense**  **Future perfect tense**  **Simple future tense and irregular stems**  Har- tendr- querr-  **Present tense subjunctive**  Es importante que  Es necesario que  Recomiendo que  Quiero que  **Equality of the sexes:**  Women in the working world  Sexism (machismo) and Feminism  Gay and transgender rights  Giving opinions on issues to do with sexism and gender discrimination and examples from Spanish-speaking world  **Regional identity in Spain**  Regional languages in Spain  Traditions and customs  Gastronomy | **Topic: Cyberspace + Film Study (Volver)**  **Knowledge and skills covered:**  **Ser vs estar**  **Present subjunctive**  **Using multiple tenses together**  Present/past/future/conditional  The influence of the internet  Smart phones in our society  Social networks: Benefits and dangers  Giving opinions on the influence, benefits and risks of technology in our society and examples from Spanish-speaking world  **Volver:**  **Film study:**  **Exploring themes in ‘Volver’ by Pedro Almodóvar**  Role of women  Cinematic techniques- colour and sound  Role of death and tradition  The life/biography of Pedro Almodóvar (influences)  Giving character descriptions  Symbolism of colour- use of red  **Range of adjectives to describe characters**  Valiente, poderoso, desesperado, borracho, dramático  **Describing scenes in detail in writing in 3rd person**  Key verbs: Matar, cantar, morir, violar, salvar, proteger, celebrar, reunir, pelearse  **Using range of essay language in Spanish to write about a film**  Por un lado, la banda sonora, los efectos especiales, esto subraya que, el uso de color, los espectadores, el director, los protoganistas, esto sugiere que  **PC2 assessment- listening/Reading/writing paper 1**  **PC3- speaking full mock in class x 2 stimulus cards** | **Topic:**   **Film study (Volver) + Cultural heritage**  **Knowledge and skills covered:**  **Conditional tense**  Historical sites and pre-hispanic civilisations  Art and architecture  Musical heritage and its diversity  Giving opinions on the importance of cultural heritage and examples from Spanish-speaking world  **+ 1 lesson per week writing practice on ‘Volver’**  **PC4- in classroom- writing on ‘Volver’ Paper 2** | **+ Revision and consolidation of topics from the year**  **AS SPEAKING EXAM** | **Revision and consolidation for AS exam**  **Listening/reading/writing focus for paper 1**  **Writing practice on ‘Volver’ for paper 2**  **Speaking focus for paper 3**  **Start of A2 content**  **Introduction to novel ‘Como agua para chocolate’ by Laura Esquivel**  Character descriptions  Introduction to magical realism  Read chapters 1-6 in lessons  Planning an essay on the novel using PEEL  **Key themes:**  Magical Realism  Mexican Revolution  Women during the dictatorship of Porfirio Díaz |