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 DivorciarsePelearse**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 FamilyAttitudes towards marriage and divorceInfluence of the Catholic ChurchDiscussing attitudes towards family/the Church/marriage/women in Spain in the 20th Century and examples from Spanish-speaking world**Influence of idols**Singers and MusiciansTV and Cinema starsSaying 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**VueltoHechoResueltoVistoDicho**Pluperfect tense****Future perfect tense****Simple future tense and irregular stems**Har- tendr- querr- **Present tense subjunctive**Es importante queEs necesario queRecomiendo queQuiero que**Equality of the sexes:**Women in the working worldSexism (machismo) and FeminismGay and transgender rightsGiving opinions on issues to do with sexism and gender discrimination and examples from Spanish-speaking world**Regional identity in Spain**Regional languages in SpainTraditions and customsGastronomy  | **Topic: Cyberspace + Film Study (Volver)****Knowledge and skills covered:****Ser vs estar****Present subjunctive****Using multiple tenses together**Present/past/future/conditionalThe influence of the internetSmart phones in our societySocial networks: Benefits and dangersGiving 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 womenCinematic techniques- colour and soundRole of death and traditionThe life/biography of Pedro Almodóvar (influences)Giving character descriptionsSymbolism 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 civilisationsArt and architectureMusical heritage and its diversityGiving 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 descriptionsIntroduction to magical realismRead chapters 1-6 in lessonsPlanning an essay on the novel using PEEL**Key themes:**Magical RealismMexican RevolutionWomen during the dictatorship of Porfirio Díaz |