

## Spanish Unit Overview Year 12

Students will start the A level course from the beginning. They will have an intensive grammar course during the first half term whereby set lessons will concentrate on recapping and extending grammar that has been covered in KS4 and introducing the new grammatical concepts needed to succeed at A level. There will also be lessons allocated to teaching the first two themes which will introduce the key vocabulary, skills and concepts for each theme whilst at the same time recapping and reviewing grammar. Students will be assessed through class activities, written tasks, low stake testing and end of unit assessments. Students who have not yet caught up will be directed to the grammar lessons on Share point, video lessons on Teams and will be asked to complete a grammar work book.

| <b>Year 12 Spanish – Autumn term - Los valores tradicionales y modernos</b>                                     |  |   |  |  |
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| <b>What are we learning?</b>  | <b>What knowledge, understanding and skills will we gain?</b>  | <b>What does mastery look like?</b>   | <b>How does this build on prior learning?</b>  | <b>What additional resources are available?</b>  |
| <p>Weeks 1-6<br/>Bridging the gap between GCSE &amp; A Level</p> <p>1: Los Valores tradicionales y modernos</p> | <p><b>Knowledge:</b><br/>All lessons in this phase are given over to a grammar revision and new grammar focus which form an intensive start-of-course grammar programme that supports and develops productive language skills. Grammar slots are linked to units 1 &amp; 2.</p> <p style="padding-left: 40px;">How the family model has changed in Spain since before the civil war.<br/>The attitude towards marriage and divorce.<br/>The influence of the Catholic church.</p> <p><b>Key vocabulary and expressions</b></p> <p><b>Understanding:</b><br/>Students will understand how to</p> <p style="padding-left: 40px;">Communicate verbally using a variety of tenses (including repair strategies)<br/>Use the preterite and imperfect together<br/>use the imperfect as an alternative to the imperfect continuous<br/>Identify cognates and false friends</p> | <p>Students are able to understand grammar terminology, the position and agreement of adjectives, accents, reflexive verbs, the use of tenses (regular and most common irregular forms), pronouns, adverbs, prepositions, personal 'a'</p> <p>Use the preterite and imperfect together proficiently.</p> <p>Students are able to describe the various types of 21<sup>st</sup> century Spanish family and how these differ from the family model of the past.</p> <p>Students can explain verbally and in writing the trends in marriage and how modern and traditional values differ.</p> <p style="padding-left: 40px;">Students are able to discuss changes in the influence of the church and give opinions on marriage, divorce and same sex partnerships.</p> | <p><b>Prior learning:</b><br/>Core grammar at KS4 level Wks 1-6 activities are designed to recap and develop grammatical structures rooted in the thematic content of the first unit. At KS4– core grammar and basic topic vocabulary is covered and serve as a simple base on which to build this first unit.</p> <p><b>Future learning:</b><br/>More complex grammar: subjunctive mood (the present and perfect subjunctive), review unit vocabulary and increase lexicon using additional</p> | <p>Online dictionary (Word reference.com)</p> <p>Oxford AQA Text book &amp; Kerboodle</p> <p>Knowledge organiser for unit 5</p> <p>Sharepoint – PPTS/grammar sheets.</p> <p>Quizlet</p> <p>Internet<br/>Colby/nelson – Grammar ProfeDele</p> <p>BBC El Mundo / YouTube: articles and video clips</p> |

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|  | <p>Where and why accents are used.<br/>Establish strategies for learning vocabulary.<br/>Connect nouns with corresponding verbs.<br/>The differences in family life and their experiences and difficulties; the institution of marriage in Spain and present and past divorce rates:</p> <p>Skills:</p> <p>Understand more complex grammar terminology and key expressions.<br/>Demonstrate independence using a Spanish online dictionaries and websites for research.<br/>Participate in conversations in front of others. Asking questions.<br/>Translation techniques.</p> <p>Course organisation skills<br/>Selecting information online in order to develop ideas on a range of issues relating to this unit</p> |  | <p>sources to the textbook.<br/>Mock<br/>Speaking stimulus cards that focus on other aspects of the unit that require the student to express and develop ideas critically. How to identify mistakes.</p> | <p>Hodder AQA Spanish text book</p> <p>Palabra por palabra</p> <p>Spanish penfriend</p> |
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| Year 12 Spanish – Autumn term - El Ciberespacio   |  |  |   |  |
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| What are we learning?   | What knowledge, understanding and skills will we gain?   | What does mastery look like?   | How does this build on prior learning?  | What additional resources are available?   |
| <p>Weeks 1-6</p> <p>Bridging the gap between GCSE &amp; A-level</p> <p>2. El ciberespacio</p> | <p><b>Knowledge:</b></p> <p>All lessons in this phase are given over to a grammar revision and new grammar focus which form an intensive start-of-course grammar programme that supports and develops productive language skills. Grammar slots are linked to units 1 &amp; 2.</p> <p>The influence of the Internet on Society</p> <p>Advantages and dangers of social networks</p> <p>Smartphones and their role in Spanish speaking society</p> <p><b>Key theme-based vocabulary and expressions</b></p> <p><b>Understanding:</b></p> <p>Students will understand how to</p> <p>Discuss the impact of that the Internet, smart phones and social networks have had on Spanish-speaking society; explain the advantages and disadvantages of the internet and social networks, including issues such as online bullying, gambling, and addictions and fraud; comment on the ways different age groups make use of social networks and the internet.</p> <p>Use both simple present and the present continuous tense</p> <p>Use and differentiate between ser and estar</p> <p>Use comparatives and superlatives</p> <p><b>Skills:</b></p> <p>Understand more complex grammar terminology and key expressions.</p> | <p>Students are able to understand grammar terminology, the position and agreement of adjectives, accents, reflexive verbs, the use of tenses (regular and most common irregular forms), pronouns, adverbs, prepositions, personal 'a'</p> <p>Students will be able to use present tense and the present continuous tense proficiently.</p> <p>Students are able to describe the ways smartphones, the Internet and social networks have had an impact on Spanish Speaking society. Students can explain verbally and in writing advantages and disadvantages of these, referring to examples.</p> <p>Students are able to discuss and give opinions about the dangers posed to vulnerable groups by the use of smartphones, the Internet and social networks and support these with examples from Spain and Spanish-speaking America.</p> | <p><b>Prior learning:</b></p> <p>Core grammar at KS4 level Wks 1-6 activities are designed to recap and develop grammatical structures rooted in the thematic content of the first unit. At KS4– core grammar and basic topic vocabulary is covered and serve as a simple base on which to build this first unit</p> <p>Ciberespacio is a topic students will have some knowledge of from GCSE, so their vocabulary is built on this foundation</p> <p><b>Future learning:</b></p> <p>Students will go on to learn more complex grammar including the subjunctive mood (the present and perfect subjunctive), they will apply their learning about summary writing and expressions to weigh up arguments in</p> | <p>Online dictionary (Word reference.com)</p> <p>Oxford AQA Text book &amp; Kerboodle</p> <p>Knowledge organiser for unit 2</p> <p>Sharepoint – PPTS/grammar sheets.</p> <p>Quizlet</p> <p>The Language Gym</p> <p>Internet</p> <p>Colby/nelson – Grammar ProfeDele</p> <p>BBC El Mundo / YouTube: articles and video clips</p> <p>Hodder AQA Spanish text book</p> <p>Palabra por palabra</p> |

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|  | <p>Demonstrate independence using a Spanish online dictionaries and websites for research. Participate in conversations in front of others. Asking questions. Translation techniques. Course organisation skills. Selecting information online in order to develop ideas on a range of issues relating to this unit<br/>Be able to write a summary based on a listening extract<br/>Use expressions giving pros and cons<br/>Use idiomatic expressions with impersonal verbs</p> |  | <p>all later areas of the course</p> | <p>Spanish penfriend</p> |
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| Year 12 Spanish - <b>Spring term</b> - La identidad regional en España |   |  |   |   |
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| What are we learning?  | What knowledge, understanding and skills will we gain?  | What does mastery look like?   | How does this build on prior learning?  | What additional resources are available?  |
| <p>La identidad regional en España</p> <p>(Film studies/volver)</p>    | <p>Knowledge:</p> <p>Customs and traditions in Spain</p> <p>Differences in Spanish gastronomy due to geographical locations</p> <p>Languages spoken in Spain (Castellano, Catalan, Euskera, Gallego, Aranés) – Co-official languages in education</p> <p>Key vocabulary and expressions</p> <p>Understanding:</p> <p>Students will understand how to</p> <p>Discuss the cultural diversity of the 17 autonomous regions of Spain (religious and non-religious festivals, traditions, gastronomy, language).</p> <p>Express personal views on bullfighting.</p> <p>Explain how factors such as the weather affect aspects of Spanish life</p> <p>Form and use the present and perfect subjunctive</p> <p>How to prepare ideas for the bullet points on a stimulus card (information and opinions on those facts using a wide range of topic specific vocabulary and a range of tenses and linking expressions)</p> <p>Recognise cardinal and ordinal numbers, analyse statistics and figures</p> <p>Skills:</p> <p>Improve Listening skills – for gist and detail (understand instructions, identify synonyms, use own words to summarise audio extract)</p> | <p>Correctly Identify statistics and figures and being aware of distractors.</p> <p>A good understanding of the cultural differences and similarities between the autonomous regions, the education system and the educational models for the learning of a regional language</p> <p>Speaking: On stimulus cards relating to regional identity the delivery is fluent and ideas and opinions are developed with justifications. Students give an appropriate response to unpredictable elements and responses show a good understanding of the bullet point questions.</p> <p>In passages relating to varied aspects of regional identity students can accurately answer a range of question types, infer information, and have a good grasp of the ideas that underlie the passage.</p> | <p>Previously learnt Core tenses are used in all skills for this unit.</p> <p>Building on strategies for writing a summary based on a listening extract and bilateral translation. Further practice listening for gist and detail and communicating key points by manipulation of the structures and vocabulary.</p> <p>Reviewing traditions/festivals and numerals from KS4</p> <p>Future learning:</p> <p>More complex grammar: further use of the subjunctive after verbs of emotion, surprise, doubt etc.</p> <p>The Imperfect subjunctive, object pronouns, review unit vocabulary and increase lexicon using additional sources to the textbook. Mock Speaking stimulus cards that focus on</p> | <p>Online dictionary (Word reference.com)</p> <p>Oxford AQA Text book &amp; Kerboodle</p> <p>Knowledge organiser for unit 5</p> <p>Sharepoint – PPTS/grammar sheets.</p> <p>Quizlet</p> <p>Internet Colby/nelson – Grammar ProfeDele</p> <p>BBC EI Mundo / YouTube: articles and video clips</p> <p>Hodder AQA Spanish text book</p> <p>Palabra por palabra Zig zag publications</p> <p>Spanish penfriend</p> |

Improve speaking skills –preparing answers for a discussion on a stimulus  
Identify correct and incorrect sentences.  
Fill the gaps in a text by checking grammatical agreements by reading around the gap and by selecting words that make sense in context.

other aspects of the unit that require the student to express and develop ideas critically.  
How to identify and correct mistakes.

| Year 12 Spanish - <b>Spring term</b> - La igualdad de los sexos |   |  |   |   |
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| What are we learning?   | What knowledge, understanding and skills will we gain?  | What does mastery look like?   | How does this build on prior learning?  | What additional resources are available?  |
| 3. La igualdad de los sexos                                     | <p><b>Knowledge:</b><br/>Social issues and trends<br/>Women in the workplace in the Spanish-speaking world<br/>Machismo (male chauvinism) and Feminism<br/>The rights of transgender and gay people within the Spanish-speaking world<br/>Key theme-based vocabulary and expressions</p> <p><b>Understanding:</b><br/>Students will understand how to:<br/>Discuss the ways women's role in the workplace has changed in Spain and in Spanish America over time, and the different influences on this; the concept of 'machismo' and its influence and effects, including the issue of femicidio; the ways the rights of transgender and gay people have changed and are changing across the Spanish-speaking world; examples of campaigns and awareness-raising<br/>Use of the perfect, pluperfect, future perfect and conditional perfect tenses<br/>Indefinite adjectives (e.g. alguno, ninguno, cualquiera etc)</p> <p><b>Skills:</b><br/>Develop translation skills from English to Spanish, including the use of cognates and strategies to arrive at an educated guess<br/>Be able to listen for both gist and detail<br/>Recognise words ending in -ity<br/>Be able to find and locate statistics and facts in Spanish using the internet<br/>Use connective phrases to structure a short spoken presentation</p> | <p>Students are able to explain and justify changes in the Spanish-speaking world in terms of attitudes towards women, transgender and gay people. They can justify opinions by referring to examples and case studies from the Spanish-speaking world</p> <p>When speaking about the topic the delivery is fluent and ideas and opinions are developed. Students give an appropriate response to unpredictable elements and responses show a good understanding of the bullet point questions. In listening extracts relating to varied aspects of equality, students can accurately answer a range of question types, infer information, and have a good grasp of the ideas that underlie the extract.</p> | <p>Previously learnt Core tenses are used in all skills for this unit. Building on strategies for bilateral translation. Further practice listening for gist and detail and communicating key points by manipulation of the structures and vocabulary.<br/>Social and global problems are covered in KS4</p> <p>Future learning:<br/>Translation and listening are skills developed throughout the course and is examined at A Level; Presentation skills will be examined in the Individual Research Project; range of tenses will be applied in all future topics</p> | <p>Online dictionary (Word reference.com)</p> <p>Oxford AQA Text book &amp; Kerboodle</p> <p>Knowledge organiser for unit 3</p> <p>Sharepoint – PPTS/grammar sheets.</p> <p>Quizlet</p> <p>The Language Gym</p> <p>Internet<br/>Colby/nelson – Grammar ProfeDele</p> <p>BBC El Mundo / YouTube: articles and video clips</p> <p>Hodder AQA Spanish text book</p> <p>Palabra por palabra<br/>Zig zag publications</p> <p>Spanish penfriend</p> |

| Year 12 Spanish - <b>Summer term</b> El patrimonio cultural |   |  |  |   |
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| What are we learning?                                       | What knowledge, understanding and skills will we gain?  | What does mastery look like?   | How does this build on prior learning?   | What additional resources are available?  |
| <p>El patrimonio cultural</p> <p>(Film studies/Volver)</p>  | <p>Knowledge:</p> <p>Cultural heritage:</p> <p>Civilizations that contributed to the cultural heritage of Spain: Aztec, Inca, Mayan, Roman, Islamic</p> <p>Pre-Columbian heritage of Latin America:</p> <p>Spanish and Latin American artists and the role of architecture in Spain: the achievements of famous artists and architects and poets (Velázquez, Goya, Kahlo, Dalí, Miró, Picasso, Gaudi, Calatrava Machado, Joan Manuel Serrat)</p> <p>Diversity of Hispanic music and dance: the achievements of famous musicians and dancers (Isaac Albéniz, Plácido Domingo, Jose Carreras, Lola Flores, Joaquin Cortes)</p> <p>Key vocabulary and expressions</p> <p>Understanding:</p> <p>Students will understand how to:</p> <p>Form the present subjunctive and use it after verbs of emotion, surprise, doubt etc</p> <p>Form the imperative for positive and negative commands or instructions.</p> <p>Use demonstrative/possessive adjectives and ensure they agree with the noun</p> <p>Explain why the cultural heritage of Spain and LAm is so diverse</p> <p>Discuss the success of Hispanic figures/ artists throughout the centuries</p> <p>Use frequency adverbs/expressions</p> | <p>Accurate use of tenses (including the subjunctive mood) and topic specific vocabulary that results in consistently coherent writing, and verbal expression that expresses facts, contrasting viewpoints, and personal opinions about topics or people relating to Hispanic cultural heritage.</p> <p>Synonyms are used to effectively enrich the language used in both writing and speaking.</p> <p>Adjectival agreements are increasingly more accurate.</p> <p>Students use the imperative tense proficiently in direct speech/translation and are able to understand and give commands in both formal and informal speech.</p> | <p>This unit builds on grammar, vocabulary, and translation skills through theme related practice.</p> <p>Further practice on identifying mistakes and correcting them</p> <p>Future learning:</p> <p>Planning and carrying out Year 1 revision in preparation for mock examinations and Y2</p> <p>Further develop language skills with a mix of tasks, practice questions and past papers that focus on all year 1 topics. More complex grammar:</p> <p>All forms of the subjunctive, review unit vocabulary and increase lexicon using additional sources to the textbook. Mock</p> <p>Speaking stimulus cards that focus on other aspects of the unit that require the student to express and develop ideas critically.</p> <p>In order to practise reading and listening skills and keep up to date with current affairs, students are encouraged to access authentic articles and</p> | <p>Online dictionary (Word reference.com)</p> <p>Oxford AQA Textbook &amp; Kerboodle</p> <p>Hodder AQA Spanish textbook</p> <p>Knowledge organiser for unit 5</p> <p>Sharepoint – PPTS/grammar sheets.</p> <p>Quizlet</p> <p>Internet</p> <p>Colby/nelson – Grammar</p> <p>ProfeDele</p> <p>BBC El Mundo / YouTube: articles and video clips</p> <p>Palabra por palabra</p> |



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|  | <p>Identify irregular noun endings - ma</p> <p>Skills:</p> <p>Using the internet to enhance work and develop as independent researchers</p> <p>Breaking down comprehension tasks</p> <p>Comparing contrasting viewpoints and adding personal opinions.</p> |  | <p>videoclips on the more social and political topics of year 2</p> <p>Kerboodle yr 1 exam style revision tasks</p> | <p>Zig Zag publications</p> <p>Spanish penfriend</p> |
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| Year 12 Spanish Summer Term - La influencia de los ídolos |  |   |   |   |
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| What are we learning?                                     | What knowledge, understanding and skills will we gain?   | What does mastery look like?  | How does this build on prior learning?  | What additional resources are available?  |
| 4. La influencia de los ídolos                            | <p><b>Knowledge:</b><br/>Political and artistic culture:<br/>The role of singers, musicians, TV and film stars and models in Spanish-speaking societies<br/>Celebrity culture and influence and its advantages and disadvantages in Spanish-speaking societies<br/>Models and issues to do with representation, diversity and body image in Spanish speaking society<br/>The roles and responsibilities of celebrities and idols from the worlds of music, TV, film and modelling<br/>Examples of stars covered will include Sofia Vergara, Jennifer López, Javier Bardem, Penélope Cruz, Shakira, Salma Hayek, Daddy Yankee<br/>Key vocabulary and expressions</p> <p><b>Understanding:</b><br/>Students will understand how to:<br/>Discuss significant genres and styles of music from Spain and Spanish-speaking America and their importance; debate and justify the ways celebrities can use their influence to do good, as well as problems associated with this; explore issues to do with diversity and representation in modelling, such as the lack of representation of people from different ethnicities, and the glamorisation of thinness; refer to specific examples and case studies to support their points<br/>Form and use the passive voice<br/>Use direct and indirect object pronouns</p> | <p>In both conversation and in writing, students will demonstrate the accurate use of a range of tenses (including the subjunctive mood) and topic specific vocabulary that results in consistently coherent writing, and verbal expression that expresses facts, contrasting viewpoints, and personal opinions about topics or people relating to the influence of 'idols'.<br/>Idiomatic expressions and connectives will be used to produce structured comments with an increasingly formal tone. Adjectival agreements are increasingly more accurate and minor errors are few. Students know how to look for errors in their own work.</p> | <p>This unit builds on grammar, vocabulary, and translation skills through theme related practice across the year.</p> <p>At KS4, Spanish heritage and culture are a part of the curriculum</p> <p>Future learning:<br/>Planning and carrying out Year 1 revision in preparation for internal examinations and Y2</p> <p>Students will further develop receptive and productive skills, complexity and accuracy as they move on to study the more social and political topics of year 2 of the course</p> | <p>Online dictionary (Word reference.com)<br/>Oxford AQA Textbook &amp; Kerboodle<br/>Hodder AQA Spanish textbook<br/>Knowledge organiser for unit 4<br/>Sharepoint – PPTS/grammar sheets.<br/>Quizlet<br/>Internet<br/>Colby/nelson – Grammar<br/>ProfeDele<br/>The Language Gym<br/>BBC EI Mundo / YouTube: articles and video clips<br/>Palabra por palabra<br/>Zig Zag publications<br/>Spanish penfriend</p> |

Skills:

Using the internet to enhance work and develop as independent researchers

Use a range of connectives for different purposes to improve written work and speaking

Use a range of more complex and formal connectives to improve conversation

Be able to use a range of opinion phrases

Develop strategies for proofreading and correcting written work.

Develop research strategies and a system for recording internet sites accessed