

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 7 3 lessons / 2W | Topic: Greetings, personality, age, siblings numbers, alphabet Subject content: definite and indefinite article, gender of nouns, plurals, verbs <i>ser, tener, llamarse</i> , numbers 1-15 | Topic: Birthdays, spelling, pets. Subject content: Numbers 16-31, months of year, letters of alphabet, agreement of adjectives Assessment: RA in Reading and Listening | Topic: Free time, weather Subject content: me gusta, the infinitive, present tense -ar verbs, frequency expressions Using <i>hacer</i> for weather expressions, using <i>cuando</i> | Topic: Sports Subject content: using <i>hacer</i> and <i>jugar</i> for sports, days of the week. Assessment: RA in Translating and Writing | Topic: School subjects and school facilities Subject content: more on -ar verbs, using <i>gustar</i> with nouns, justifying opinions, more on adjective agreements | Topic: School breaktime activities, schools in Spanish speaking countries Subject content: full conjugation of regular -er and -ir verbs; using sequencers Assessment: EOY exam Reading, Listening, Writing and Translation Speaking exam |
| | Rationale: An introduction to the language using all 4 skills. | Rationale: extending ability to talk/write about oneself and others and pets | Rationale: giving opinions and detail about times and frequency of free time activities | Rationale: describing activities in more detail about when and how often | Rationale: Ability to give detailed opinions with appropriate justifications | Rationale: Ability to describe using range of adjectives, practising adjective agreements and opinions. Ability to conjugate regular verbs in present tense and 3 main irregular verbs. |
| Underlying learner skills Receptive skills; listening and reading Productive skills: speaking and writing Continual practice of the 4 skills during the lesson and low stakes tests/assessment. End of year exam will cover all 5 skills <i>In Y7 the main rationales is to introduce learners to the concepts of a Romance language that differ from English; genders, definite and indefinite articles as well as adjectives agreeing with genders, conjugation of regular verbs, an introduction to a stem-changing verb and the irregular verbs ser, tener and hacer</i> | | | | | | |

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| <p>8 3 lessons /2W</p> | <p>Topic: Family members, physical descriptions, descriptions of house, a festival</p> <p>Subject content: possessive adjectives, revision of verbs <i>ser</i> and <i>tener</i>, adjective agreements</p> <p>Assessment: RA in reading and translation</p> | <p>Topic: Facilities of their town, what time they do things and where they go; ordering in a café; saying what they are going to do</p> <p>Subject content: plural of indefinite article; time; verb <i>ir</i>; stem changing verb <i>querer</i>; near future tense</p> | <p>Topic: Holidays, where they went and when; what they did and what they did on the last day; what the holiday was like</p> <p>Subject content: preterite of the verb <i>ir</i>; using exclamations; preterite of regular -ar, -er and -ir verbs; preterite of <i>ser</i></p> <p>Assessment: RA in listening writing</p> | <p>Topic: Holidays continued – describing an amazing holiday.</p> <p>What they use their phone for; types of music they like</p> <p>Subject content: Using present and preterite tense together; role play and picture description practice; revision of present tense; <i>gustar</i> and <i>encantar</i> with the 3rd person</p> | <p>Topic: Opinions on TV programmes; what they did and what other people did in their free time</p> <p>Subject content: comparative adjectives revision of adjective agreements; stem-changing verb <i>preferir</i>; irregular preterite of the verb <i>hacer</i></p> | <p>Topic: Food, describing meals and ordering a meal</p> <p>Subject content: more practice of <i>gustar</i> and <i>encantar</i>; using negatives <i>nunca</i> and <i>nada</i>; introduction to <i>usted</i> and <i>ustedes</i> the formal form of you</p> <p>Assessment: EOY exam in listening, reading, writing translation and speaking.</p> |
| | <p>Rationale: Revision of main Year 7 topics (self, and family) to reinforce; progressing to descriptions of places, practising opinions</p> | <p>Rationale: Being able to give much more detail when talking or writing about their actions including future actions</p> | <p>Rationale: Learning to talk and write about events in the past and to use exclamations to add colour to narratives</p> | <p>Rationale: Being able to use two time frames together (past and present) to describe and to engage the listener/reader; being able to talk or write about their use of apps and music preferences and those of other people, using a range of opinion expressions</p> | <p>Rationale: Being able to compare two things; to talk and write about past events in the 1st person and 3rd person;</p> | <p>Rationale: By the end of Year 8 they should be able to talk and write about their town using detailed descriptions, with justified opinions and be able to describe a holiday in the past tense</p> |
| <p>In Y8 the main rationale is to reinforce the main principals of Spanish seen in Y7 and introduce the past tense, so that the students are able to give more detailed opinions on things and also talk/write about events in 3 time frames – present, past and near future.</p> | | | | | | |
| <p>9 VIVA F/H 4 lessons</p> | <p>Assessment: Entrance test on week 2 based on the Y7/8 syllabus, not to disadvantage the previous Cranbrook students compared to the new Y9 intake</p> <p>Sets assigned</p> <p>Topic: describing yourself and your free time</p> <p>Knowledge: describing yourself, friends and family, talking about relationships with friends and family, making arrangements to go out, talking about future activities</p> <p>Skills focus: understanding the main information in a listening and reading passage, recognising and using common verbs in the present tense and near future tense in different persons, using adjectives</p> | <p>Assessment: HALF YEAR TEST 1st week in January</p> <p>Listening / reading/ translating</p> <p>September sets readjusted if necessary</p> <p>Topic: leisure</p> <p>Knowledge: talking about sport, internet, reading, tv programmes, films and describing a night out with friends</p> <p>Skills Focus: expanding and linking sentences, using qualifiers, time phrases, common negatives, giving opinions and justifications, , describing, comparing, using a variety of verbs the past, present and future tenses in different forms (including irregulars),</p> | | <p>Topic: festivals and celebrations</p> <p>Subject content: describing your daily life, talking about clothes, talking about food, describing festivals and traditions and family celebrations</p> <p>Skills focus: using a combination of tenses in different forms confidently (including irregulars),describing, giving opinions, using the correct register (tú or usted), pronunciation and intonation, listening out for negatives, using time phrases and dates</p> <p>Assessment: Y9 EoY exam: translation + writing (80/90 word essay) and speaking (1 minute speech)</p> | | |

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| <p>/2W</p> | <p>to describe, giving opinions</p> <p>Assessment: RA in listening / reading</p> <p>Rationale:</p> <p>This topic is likely to have been seen before and is more accessible. It will allow teachers to gauge prior knowledge of students, whilst building skills and confidence levels and introducing all the tenses on a basic level</p> | <p>Assessment: RA; writing</p> <p>Rationale:</p> <p>This topic gives an opportunity to revise familiar vocabulary (hobbies) whilst consolidating and increasing knowledge of the tenses (introducing irregulars) and encouraging students to expand their ideas.</p> | <p>Rationale:</p> <p>This unit reinforces and consolidates the grammar seen in terms 1 and 2. At this stage students will know enough vocabulary and structures and will be ready to tackle 2 parts of the GCSE exam:</p> <ul style="list-style-type: none"> - the 1 minute speech in which they must include 3 tenses, connectives, time expressions, different persons, opinions - 80-90 word essay in which they must include 3 tenses, connectives, time expressions, different persons, opinions |
| <p>Underlying skills</p> <p>Learner Skills: Receptive Skills: listening/reading and Productive Skills: speaking/writing</p> <p>Continual practice of the four skills during the lesson and low stakes tests/assessment</p> <p>In Y9 the main rationale is;</p> <ul style="list-style-type: none"> • to reinforce the KS3 principals of a Latin language, • to keep broadening the vocabulary and especially infinitive verb bank of the students, • To teach Theme 1 of the 5 GCSE themes, allowing students who will drop the subject to still use their skill to talk about themselves and their families. <p>to have introduced the three main tenses over the course of the year, reinforcing them regularly and giving the students who will carry on with the language the grammatical foundation of a GCSE grade</p> | | | |

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| <p>10 VIVA F/H 6 lessons /2W</p> | <p>Assessment: September Grammar</p> <p>1st 6 lessons dedicated to revising the main grammar KS3 points; adjectives / comparatives / present tense regular – irregular - reflexive/ near future / preterite tense</p> <p>Sets assigned when possible / strategic seating plans if not</p> <p>Topic: School</p> <p>Subject content: revising school subjects and talking about your timetable and teachers, talking about your school and comparing school in the UK and Spain, discussing school rules, talking about a school exchange and extra-curricular activities.</p> <p>Skills focus: using a variety of tenses and structures together in all forms confidently, working out the meaning of new words, making comparisons, listening to see if someone agrees or disagrees</p> <p>Assessment: L / R and translation RA based on the first Y10 Module</p> | | <p>Topic: Holiday</p> <p>Subject content: talking about holidays – past present, future and ideal holidays, booking and reviewing hotels, ordering in a restaurant, talking about travelling, buying souvenirs, talking about holiday disasters</p> <p>Skills focus: describing a picture, exchanging opinions, providing detailed descriptions, narrating events, recognising and using complex tenses, recognising and using complex structures, listening and looking out for time expressions and tenses, recognising and using a variety of negatives</p> <p>Assessment: Writing task on school and holidays topics task</p> | | <p>Topic: Local Area</p> <p>Subject content: talking about where you live, weather and transport, describing a town and asking the way, talking about shopping, describing a region, talking about your town, village or district, discussing what to see and what to do in past, present and future, the weather.</p> <p>Skills focus : listening for synonyms , asking questions , answering questions , selecting the correct register, practising spontaneous speaking and making speaking more authentic, using a variety of verbs in different tenses in different forms, researching information in Spanish, describing in detail,</p> <p>Assessment: Y10 exam: past paper (F) translation Eng – Sp/ Sp-Engl + writing + speaking (role play + picture card)</p> | |
| | <p>Rationale:</p> <p>It is an easy start to the GCSE as it is mostly in the present tense. Students revise structures and tenses seen in Year 9 and are introduced to some more complex structures (direct object pronouns).</p> | | <p>Rationale:</p> <p>This topic continues the revisiting and consolidation all the basic tenses and structures seen in Y9 whilst gradually introducing more new vocabulary and tenses (imperfect) that are not likely to have been seen before, as well as other complex structures.</p> <p>the topic of holidays creates opportunities to practise speaking exam skills: - role plays (hotel booking, etc)</p> <p>- the minute speech (presentation about holidays)</p> | | <p>Rationale:</p> <p>Students develop known structures and practise roleplays (shopping) By this point, students know enough vocabulary, grammar and structures to feel confident tackling the longest essay of the exam and various elements of the F papers.</p> | |

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| <p>Underlying skills</p> <p>Learner Skills: Receptive Skills: listening/reading and Productive Skills: speaking/writing</p> <p>Continual practice of the four skills during the lesson and low stakes tests/assessment</p> <p><i>In Y10 the main rationale is;</i></p> <ul style="list-style-type: none"> • <i>to stream students will allow the higher flyers to use the Higher textbook, while students needing more help will follow the Foundation textbook., extension work being always available to stretch the top students.</i> • <i>to teach two of the 5 GCSE themes</i> • <i>to makes students comfortable and skilled in juggling the three main tenses,</i> • <i>to introduce more complex tenses and structures for the Higher students</i> | | | | |
| <p>11 VIVA F/H 6 lessons /2W</p> | <p>Topic: work</p> <p>Subject content: discussing jobs, work preferences and career choices, talking about future plans, discussing the importance of languages, applying for jobs</p> <p>Skills focus: predicting what you will hear, using uncommon and creative language in writing and in speaking, writing formally and informally, using the correct register</p> <p><u>Assessment:</u> Mocks 1: past paper (all skills) F/H</p> <p>Speaking; RP + picture card + conversation 1</p> | <p>Topic: environment and globalisation</p> <p>Subject content: discussing problems facing the world, talking about protecting the environment, discussing ethical shopping and big events</p> <p>Skills focus: tackling a literary text, understanding inference in a listening or reading comprehension, using sophisticated expressions and authentic phrases, giving arguments for and against, borrowing and adapting language, making connections between word types</p> <p><u>Assessment:</u> Mock 2: past paper (all skills) F/H</p> <p>Speaking ; full paper</p> | <p>Exam: SPEAKING after the Easter holidays</p> <p>Revision of all skills and topics</p> | <p>Year 11 Exams:</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> |
| | <p>Rationale:</p> <p>the introduction of the subjunctive and adverbs in this topic is a good opportunity to teach students how to include uncommon language into their writing and speaking.</p> <p>Highlighting the importance of Languages in career choices is a timely topic when students are considering A Level options at this stage. Teachers have a golden opportunity to target keen linguists for the A Level course.</p> | <p>Rationale:</p> <p>this unit comes last because it contains more difficult, abstract and unseen before vocabulary and touches on some complex grammatical points. Students at this point know enough grammar and vocabulary to tackle an authentic text.</p> | <p>Rationale:</p> <p>Students do practice papers to prepare for exams and to work on exam technique</p> | |

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| | <p>Underlying skills</p> <p>Learner Skills: Receptive Skills: listening/reading and Productive Skills: speaking/writing</p> <p>Continual practice of the four skills during the lesson and low stakes tests/assessment</p> <p><i>In Y11 the main rationale is;</i></p> <ul style="list-style-type: none"><i>• to fine tune exam skills</i><i>• to reflect the results of the first Mock where students are allowed to sit F and H papers to fine tune the decision over the Foundation / Higher candidates after the second mock,</i><i>• to teach the last two of the 5 GCSE themes</i><i>• to help F students practise the high frequency vocabulary as well as the three main tenses,</i><i>• to give the H students confidence in using the most complex structures and tenses</i> | | | |

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| Year 12 Teacher 1 | <p>Topic: Diversity in family models</p> <p>Subject content:</p> <p>Grammar; revision of present tense, including stem-changing and irregular; adjectives position and apocopation; reflexive verbs;</p> <p>Skills Focus</p> <p>Research: start learning to use Spanish websites in order to find information</p> <p>Speaking: learning to use statistics when discussing topics; developing the appropriate tone for topic discussion</p> <p>Writing: Concentrating on translation skills as students tackle more complex passages. Spanish – English = how to convey meaning when literal translation does not work; English – Spanish – looking at common pitfalls</p> <p>Listening: Developing strategies for listening to and understanding more complex and faster dialogue</p> <p>Reading: Developing strategies of reading for gist</p> | <p>Topic: Diversity in family models; Impact of Tourism</p> <p>Subject Content:</p> <p>Grammar ;when to use imperfect and preterite, direct and indirect object pronouns, reflexive in all tenses</p> <p>Skills Focus</p> <p>Research: how to find and use relevant material online, in order to produce a fact sheet on an aspect of tourism</p> <p>Speaking: how to summarise information successfully</p> <p>Writing: techniques for accurate translation from English to Spanish</p> <p>Listening: learning new strategies – using inference and practising with video clips</p> <p>Reading: learning new strategies for dealing with complex comprehension exercises</p> <p>Assessment: Formal assessments</p> | <p>Topic: Impact of Tourism; Music</p> <p>Subject Content:</p> <p>Grammar;</p> <p>future tenses, <i>gustar</i> and similar verbs, conditional tenses</p> <p>Skills Focus</p> <p>Research: continue using Spanish websites and produce presentation on a Spanish musician and factsheets on musical genres</p> <p>Speaking: comparing and contrasting viewpoints and adding own opinion</p> <p>Writing: extending vocabulary, using a variety of techniques</p> <p>Listening: learning new strategies</p> <p>Reading: practising more complex comprehension exercises</p> | <p>Topic: Music and Revision</p> <p>Subject Content:</p> <p>Grammar;</p> <p>Infinitive, gerund</p> <p>Skills Focus</p> <p>Research: continue using Spanish websites and produce factsheets on changing family models and musical genres</p> <p>Speaking: comparing and contrasting viewpoints and adding own opinion</p> <p>Writing: tackling more complex translations into and from Spanish</p> <p>Listening: learning new strategies</p> <p>Reading: practising more complex comprehension exercises</p> | <p>Topic: Film El laberinto del fauno</p> <p>Subject Content: vocabulary for literary criticism</p> <p>Skills Focus</p> <p>Research: use suitable Spanish websites about the film</p> <p>Speaking: ability to talk about 3 topics studied, practising exam style questions</p> <p>Writing: learning how to write an analysis of characters and themes of film</p> <p>Reading: practising comprehension exercises about the film</p> | <p>Topic: El laberinto del Fauno/ Independent Research project-Speaking Mock</p> <p>Subject Content: revision of tenses, indicative and subjunctive</p> <p>Skills Focus</p> <p>Speaking: ability to talk about the 3 topics studied using suitable data</p> <p>Writing: translations into and from Spanish; writing essay on film</p> <p>Listening: comprehension exercises</p> <p>Reading: practising more complex comprehension exercises</p> <p>Assessment: UCAS prediction exams – AS paper of listening, reading, writing and speaking</p> <p>Exam Practise: paper 3 IRP only</p> |
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| | <p>Rationale: Revision of GCSE grammar – particularly verbs – is key in this first term and a rigorous programme of revision and testing is important in these first weeks. Building up confidence in using Spanish websites to research the topic will help students prepare for their speaking exam and for their Individual Research Project.</p> <p><u>Grammar;</u> go over the GCSE topics in more depth</p> | <p>Rationale: learning to become independent learners by using Spanish websites to compile information relevant to the task and present it in good Spanish.</p> <p>Practising translation from and into the language.</p> <p>Learning to speak more confidently, summarising information</p> <p><u>Grammar;</u> Continuation of more in depth GCSE topic revision</p> | <p>Rationale: Development of listening skills, especially learning to pick out relevant parts in order to answer questions</p> <p>Extension of vocabulary through research/reading</p> <p>Ability to compare and contrast opinions and draw conclusions when speaking</p> <p><u>Grammar;</u> in depth learning of the top GCSE grammar features</p> | <p>Rationale: Development of translation skills in order to tackle more complex texts.</p> <p>Thorough revision of all tenses in indicative and subjunctive moods</p> <p><u>Grammar;</u> in depth learning of the top GCSE grammar features</p> | <p>Rationale: Development of analysis skills when writing about the film, becoming familiar with the language and register needed for this new style of writing</p> | <p>Rationale: Post exam, students should be in a position to reflect on areas of weakness in order to guide summer work.</p> <p>Further work on the film and practice of translation and speaking</p> <p>First attempt at the IRP with supervised research and guidance as to the format and the delivery.</p> <p>The Mock will allow constructive feedback and allow the summer to prepare the proper IRP after the Mock IRP.</p> <p>No guidance can be provided for the real IRP</p> |
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| Year 12 Teacher 2 | <p>Topic: World of work</p> <p>Subject content:</p> <p>learning about the world of work in Spain</p> <p><u>Grammar:</u></p> <p>Use of definite and indefinite articles, Interrogatives</p> <p>Learner Skills</p> <p>listening/reading/ speaking/ writing/ translation</p> <p>Focus:</p> <p>Reading: learning how to summarise information</p> <p>Writing: extending vocabulary through word families and use of synonyms</p> | <p>Topic: World of Work/ Media</p> <p>Subject Content;</p> <p>Finishing the World of Work and learning about the media in Spain,</p> <p><u>Grammar:</u></p> <p>Comparatives (& Superlatives), The imperative</p> <p>Research: continue using Spanish websites and produce factsheets on uses and attitudes towards modern media</p> <p>Speaking: comparing and contrasting viewpoints and adding own opinion</p> <p>Writing: tackling more complex translations into and from Spanish</p> <p>Listening: learning new strategies</p> <p>Reading: practising more complex comprehension exercises</p> | <p>Topic: Media /Festivals and Traditions</p> <p>Subject content</p> <p>Finishing Media and look at Celebrations, customs and festivals in Spanish-Speaking countries.</p> <p><u>Grammar:</u></p> <p>The preterite tense, Negative words and negative forms of verbs, Por & para, Relative pronouns, The present subjunctive, Constructions of verbs followed by prepositions</p> <p>Learner Skills</p> <p>listening/reading/ speaking/ writing/ translation</p> <p>Focus:</p> <p>Speaking: developing techniques to improve fluency and learning to give opinion and contrast viewpoints</p> <p>Speaking/ Writing: Learning to develop arguments from different angles</p> | <p>Topic: Festivals and Traditions and Revision</p> <p>Subject Content</p> <p>Finishing the topic of festivals and consolidating all previous topics and structures</p> <p>Skills Focus</p> <p>Celebrations, customs and festivals in Spanish-Speaking countries.</p> <p>Learner Skills</p> <p>listening/reading/ speaking/ writing/ translation</p> <p>Focus:</p> <p>Creating more interesting sentences, acquiring revision techniques, listening techniques for the exam</p> <p>Learning more sophisticated language</p> | <p>Topic: Preparation for UCAS</p> <p>Exam:</p> <p>Preparation for UCAS exam</p> <p><u>UCAS exams;</u></p> <p>Paper 1/ Paper 2/ Paper 3; A level card only</p> <p>Learner Skills;</p> <p>Writing</p> <p>Focus;</p> <p>Essay technique and practice</p> | <p>Topic: Civil War and the rise of Franco (1936-1939)</p> <p>Subject Content: learning about Franco's rise to power, the reasons for his victory and the effects of the war</p> <p><u>Grammar:</u></p> <p>Time expressions, (Hace..que/desde hace/llevar/acabar de), Imperfect Subjunctive (como si, Si + subj, conditional), Comparatives (incl. Tan...como, tanto, Lo antes posible...)</p> <p>Skills Focus</p> <p>Research: Research into Civil War and prepare topic for examination</p> <p>Speaking: dealing with the unpredictable in conversations</p> <p>Writing: drafting and redrafting written work to improve accuracy/ translation work</p> <p>Listening: listening to native speakers – Youtube, TV</p> <p>Reading: comprehension practice/ translation work</p> |
| | <p>Rationale:</p> <p>We start with this topic as the vocabulary is familiar so it's a good way to soften the gap between GCSE and A-level and also to gauge where</p> | <p>A topic that is popular with teens, as it is easy to compare British experiences with the Spanish speaking world on the use of media</p> | <p>Another topic that is popular with teens, and should tweak the interest of students to learn about the Spanish speaking world traditions and festivals</p> | <p>Revise all topics to introduce an overall view of society and culture in Spanish Speaking countries, especially Spain</p> <p>Thorough revision of structures</p> | <p>Rationale:</p> <p>AS Paper 1 (L/R/TR in English)</p> <p>AS Paper 2 (Essay, Tr in</p> | <p>Rationale:</p> <p>This is an introduction to Spanish contemporary history, which contextualises both the book and film studied by students. Students have already</p> |

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| | <p>students are.</p> <p><u>Grammar;</u> go over the GCSE topics in more depth</p> | <p><u>Grammar;</u> Continuation of more in depth GCSE topic revision</p> | <p><u>Grammar;</u> Grammar; new and more complex grammatical content</p> | <p>and vocabulary</p> | <p>French) A2 Paper 3; Speaking card only, as the AS Paper 3 is a format the student will not need to master for the A2 exam</p> | <p>been introduced to the period and Topic by studying El Laberinto del Fauno</p> <p>It is a clear start to Year 13 subjects, showing an escalation of complexity in topics, vocabulary and grammar.</p> <p><u>Grammar;</u> More complex structures which are essential for essay writing</p> |
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| <p>Assessments</p> | <p>RA1 Listening / Reading and translation into English (no Speaking yet) 1st tast of A level exam skills in the responsive skill + translation into English</p> | <p>Y12 Assessment; Listening / Reading / Translation both in French and in English Speaking; 1st formal attempt at a Speaking exam card</p> | <p>UCAS Exams See above</p> |
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| Year 13 Teacher 1 | <p>Topic: Positive impact of immigration on Spanish society; Individual Research Project (IRP)</p> <p>Subject Content:</p> <p>Grammar;</p> <p><i>ser and estar, direct and indirect object pronouns, passive voice</i></p> <p>Skills Focus</p> <p>Research: Research and prepare IRP for examination in short mock</p> <p>Speaking: dealing with the unpredictable in conversations</p> <p>Writing: drafting and redrafting written work to improve accuracy</p> <p>Listening: listening to native speakers – Youtube, TV</p> <p>Reading: comprehension practice</p> | <p>Topic: Challenges of immigration and integration in Spain</p> <p>Subject Content:</p> <p>Grammar;</p> <p><i>Relative pronouns (que/quien/lo que/cuyo, etc) (revisión), Por y para (revisión), Perfect tenses, Relative pronouns (revisión)</i></p> <p>Assessment: Short mocks</p> <p>Skills Focus</p> <p>Research: research and prepare presentation on challenges of immigration</p> <p>Speaking: able to use statistics confidently when discussing immigration</p> <p>Writing: developing arguments from different angles</p> <p>Listening: inferring information from material such as interviews and reports</p> <p>Reading: extending vocabulary</p> | <p>Topic: Public and social reaction to immigration</p> <p>Subject Content:</p> <p>Grammar;</p> <p><i>Imperfect subjunctive, Past perfect, Subjunctive Present, Sequence of tenses, Possessive adjectives and pronouns (Revision)</i></p> <p>Skills Focus</p> <p>Research: Working on IRP for actual exam</p> <p>Speaking: improving fluency</p> <p>Writing: translation skills</p> <p>Listening: weighing up opinions and drawing conclusions</p> <p>Reading: weighing up opinions and drawing conclusions</p> | <p>Topic: Film El laberinto del fauno and revision of year 12 topics</p> <p>Subject Content: revision of prepositions, imperative, use of <i>por/para</i></p> <p>Skills Focus</p> <p>Research: Working on IRP for actual exam</p> <p>Speaking: improving fluency</p> <p>Writing: practising past paper essays on the film</p> <p>Listening: practising past paper questions on the 6 topics covered with Teacher 1</p> <p>Reading: practising past paper questions on the 6 topics covered with Teacher 1.</p> | <p>Topic: Revision of Year 12 + 13 topics</p> <p>Subject Content: revision of grammar</p> <p>Assessment: A level Speaking exam</p> <p>Skills Focus</p> <p>Research: Finalising IRP for actual exam</p> <p>Speaking: practising exam questions on the 6 topics covered with Teacher 1</p> <p>Writing: translation skills and essay practice</p> <p>Listening: practising past paper questions on the 6 topics covered with Teacher 1</p> <p>Reading: practising past paper questions on the 6 topics covered with Teacher 1</p> | Year 13 Exams: |
| | <p>Rationale: Learning to work independently, how to choose, research and speak on a topic of their choice for the IRP.</p> <p>Grammar;</p> | <p>Rationale: Developing their confidence in using data when speaking about a topic and when coming across it in comprehension exercises</p> <p>Grammar;</p> | <p>Rationale: Developing greater fluency in speaking, using more ambitious structures like subordinating clauses.</p> <p>Grammar;</p> | <p>Rationale: Developing their writing skills to produce more accurate and ambitious language in their essays on the film</p> | <p>Rationale: Fine-tuning their speaking skills and practising for Speaking exam</p> | |

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| | Complex structures not dealt with previously | Revision and further more complex characteristics of previously learnt structures | <i>The most complex and demanding structures</i> | | | |
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| Year 13 Teacher 2 | <p>Topic: Written response to works – literature - La Casa De Bernarda Alba</p> <p>Subject content;</p> <p>exploring the main themes and characters of the play, literature technique and vocabulary,</p> <p><i>Grammar;</i></p> <p>Impersonal structures, including: (no) se debe + infinitive, Reflexive verbs & pronouns, Tener que + infinitive, Demonstrative (este, ese, aquel), Indefinite (alguno, cualquiera, otro)</p> <p>Skills Focus</p> <p>Reading: literary text in Spanish,</p> <p>Writing:</p> <p>All aspects of Essay writing</p> | <p>Topic: The Franco dictatorship-daily life under Franco’s dictatorship:</p> <p>Subject Content: learning about life for all strata of society under the Franco dictatorship, from the post-war period to the death of Franco, including the roles of the church, censorship, attitudes to the recent civil war and its legacy</p> <p><i>Grammar;</i></p> <p><i>Sequence of tenses (revision), demonstrative adjectives and pronouns (Revision)</i></p> <p>Skills Focus</p> <p>Research: Research into aspects of Franco’s Spain and start to prepare for IRP in final examination</p> <p>Speaking: presenting facts and figures</p> <p>Writing: Adding variety to language and using varied complex grammatical structures. Checking accuracy / translation work</p> <p>Listening: listening to native speakers – Youtube, TV</p> <p>Reading: comprehension practice/ translation work</p> | <p>Topic: The transition from dictatorship to democracy:</p> <p>Subject Content: Learning about key moments in the transition of Spain from transition to democracy, the role of key figures such as Suarez, Rey Juan Carlos, and the importance of the constitution and its legacy.</p> <p><i>Grammar;</i></p> <p><i>Subjunctive (revision), Imperfect subjunctive</i></p> <p>Skills Focus</p> <p>Research: Research into aspects of the transition to democracy and and continue to prepare for IRP in final examination</p> <p>Speaking: weighing up opinions and drawing conclusions</p> <p>Writing: Using sophisticated sentences in written work/ translation work/ translation work</p> <p>Listening: listening to native speakers – Youtube, TV</p> <p>Reading: comprehension practice/ translation work</p> | <p>Topic: La Casa De Bernarda Alba/ Revision</p> <p>Subject content;</p> <p>More in depth study of themes and characters with a special focus on complex essay writing/ Revision of all AS & A2 topics</p> <p>Skills Focus</p> <p>Assessment: Mocks</p> <p>Reading: literary text in Spanish,</p> <p>Writing:</p> <p>Fine-tuning Essay writing, translation skills,</p> | <p>Topic:</p> <p>Subject Content;</p> <p>AS and A2 topics</p> <p>Learner Skills;</p> <p>Speaking card IRP practice</p> <p>Skills Focus</p> <p>All exam skills</p> <p>Assessment: Final A-Level Exams</p> | |
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| | <p>Rationale:</p> <p>The students now have enough high-level language and vocabulary to tackle essay writing of a demanding text, linking themes, events, symbols and character studies to analyse the play.</p> <p>Grammar;</p> <p>More essential complex structures for essay writing</p> | <p>Rationale:</p> <p>This period of modern history is also key to understanding of issues still present in Spanish society and politics, so informs and gives background and allows for more in-depth analysis of other topics on the syllabus.</p> <p>Grammar;</p> <p>Revision and further more complex characteristics of previously learnt structures</p> | <p>Rationale:</p> <p>As before, this period of transition continues to inform issues still present in Spanish society and politics, so informs and gives background and allows for more in-depth analysis of other topics on the syllabus.</p> <p>Grammar;</p> <p>Revision and further more complex characteristics of previously learnt structures</p> | <p>Rationale:</p> <p>Improving the complexity of essay writing in content, vocabulary and grammar, while beginning to revise in preparation for the final exams.</p> | <p>Rationale:</p> <p>AS topics need to be revisited in the A2 grammatical and analytical context</p> | |
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| <p>FORTNIGHTLY</p> | <ul style="list-style-type: none"> TEACHER 1; live translation classes to go over the Y12 themes and y12 grammar points in an interactive way TEACHER 2; Speaking practice lessons on the A2 exam card skills + IRP preparation monitored (students to complete the research and paperwork by the end of the Autumn term) | |
| <p>Assessments</p> | <p>No formal assessment this term</p> <p>1st half term; essay writing in exams conditions on the film, allowing to alter the Y12 summer UCAS predictions if needed</p> | <p>Y13 Mocks;</p> <p>A2 paper 1 and 2 ; Listening / reading / translation into French and English / 2 essays; film and literature</p> <p>Paper 3; only the speaking card will be examined</p> |