



KS5 Course Overview

Spanish

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12		<p>La evolución de la sociedad española</p> <p>(The evolution of Spanish society)</p> <p>Los cambios en la estructura familiar</p> <p>(Changes in family structure)</p> <p>Literatura Teoría literaria Género narrativo</p> <p>Literature Literary theory Narrative genre</p>	<p>La evolución de la sociedad española</p> <p>(The evolution of Spanish society)</p> <p>El mundo laboral</p> <p>(The workplace)</p> <p>“El Coronel no tiene quien le escriba” Gabriel García Márquez</p> <p>Lectura compartida</p> <p>Shared reading</p>	<p>La evolución de la sociedad española</p> <p>(The evolution of Spanish society)</p> <p>El impacto turístico en España</p> <p>(The tourist impact in Spain)</p> <p>“El Coronel no tiene quien le escriba” Gabriel García Márquez</p> <p>Análisis de forma</p> <p>Analysis of the structure of the novel</p>	<p>La cultura en el mundo de habla española</p> <p>(Culture in the Spanish-speaking world)</p> <p>La música</p> <p>(Music)</p> <p>“El Coronel no tiene quien le escriba” Gabriel García Márquez</p> <p>Análisis de fondo</p> <p>Analysis of the messages and symbols of the novel</p>	<p>La cultura en el mundo del habla española</p> <p>(Culture in the Spanish-speaking world)</p> <p>Los medios de comunicación</p> <p>(The media)</p> <p>“El coronel no tiene quien le escriba” Gabriel García Márquez</p> <p>Estructura y teoría de construcción de ensayos</p> <p>Structure and theory of building essays to analyse specific topics of the novel</p>	<p>La cultura en el mundo de habla española</p> <p>(Culture in the Spanish-speaking world)</p> <p>El papel de las costumbres y tradiciones</p> <p>(The role of customs and traditions)</p> <p>“El coronel no tiene quien le escriba” Gabriel García Márquez</p> <p>Elaboración de ensayos</p> <p>Writing essays on diverse topics of the novel</p>
	Details	<p>Students will learn and analyse how and why family structures have changed in Spain in the past century. Students will discover how diverse types of families coexist in our days in Spain, and they will be able to compare them with the classic structure of the</p>	<p>Students will study and discover the current situation of young people in Spain in relation to work. They will study job opportunities for young people within the different sectors of the Spanish economy. They will discover the positive and negative aspects of jobs in</p>	<p>Students will analyse the impact of tourism on the society, environment and economy of Spain. They will discover the changes in the impact of tourism on Spanish society over the past 50 years. They will work on the relationship between tourism and environment. They will</p>	<p>Students will listen and discover Spanish and Latin-American music. They will discuss the role of music in society and specifically to convey messages (music to protest, to express ideas and feelings)</p>	<p>Students will study the media and they will be able to analyse the impact of television in general, including soaps. Students will go to analyse the present and future situation of the Spanish press and the impact in the digital age. They will do research on written and online press for</p>	<p>In this unit students will study the customs and traditions in Spain and Latin-America for to deepen knowledge and they will analyse how those customs and traditions shows the Hispano-American world in our days.</p>

	<p>family in Franco's dictatorship. Students will study ways in which different attitudes to marriage exist in Spain today and different situations exist that may threaten family environments.</p>	<p>Spain, especially gender (in)equality. Students will analyse the gender and wage gap in Spanish society and discover the role of women in a modern Spanish society.</p>	<p>study the economic benefits of tourism for Spain.</p>	<p>They will discover a wide range of music genres and their evolution throughout the history of Spain and some countries of Hispanoamerica. They will discover the influence of singers and musicians and changes in music styles. They will revise some aspect of the Spanish guitar music, the importance of the Gypsy "cante jondo" for the flamenco, the impact of the tango on the popular culture, some Spanish and Latin-American dances and their impact on popular culture. Students will analyse links between music, dances and societal events in our days.</p>	<p>debate the future of written press. They will be able to compare different viewpoints and give their own opinion based on statistics. Students will discover the impact of social networks and effect that technology has in the social and political fields and on general life of Spaniards.</p>	<p>Students will discover aspects of customs relating to food and drinks in Spain and Latin-America. They will compare aspects of Spanish and Latin-America gastronomy. Students will study different fiestas and festivals celebrated in Spain and Latin-America. They will discover some religious and non-religious fiestas, festivals and customs in the Hispano-American world.</p>
	<p>Building literature's concepts to analyse the chosen novel.</p>	<p>Consolidating reading strategies. Exploring the book and the context of Colombia and García Márquez's life. Students will research the setting of the novel focusing on the historical background of Colombia and Gabriel García Márquez's life.</p>	<p>Students will analyse the structure of the book, characters, the action line of the novel (Chronological order, employ of flashbacks, climax, twists or sub-plots), narrator, atmosphere and narrative time. They will think about the key events of the plot, and they will determine what structure the author had in mind.</p>	<p>Students will analyse in depth the chosen book. They will analyse the different topics embedded in the plot and they will be able to recognise and explain symbols used by the author to discover the reality that García Márquez wants to express.</p>	<p>Developing and consolidating essay writing skills. Students will learn to work with quotes to support their opinions.</p>	<p>Consolidating essay writing skills. Students will check accuracy, style and they will work in time management and following the mark scheme. for best results.</p>
	<p>Developing and consolidating grammatical structures: regular and irregular verbs; reflexive verbs in several tenses and the position and agreement of adjectives, including apocopation.</p>	<p>Developing and consolidating grammatical structures: definite and indefinite articles, interrogatives and comparative constructions.</p>	<p>Developing and consolidating grammatical structures: the contrasting uses of the imperfect and preterite tenses, the use of direct and indirect object pronouns and the use of conditional tense.</p>	<p>Developing and consolidating grammatical structures: the future tense and the immediate future; the verb "gustar" and others of a similar construction; the infinitive and the gerund.</p>	<p>Developing and consolidating grammatical structures: the imperative, the present subjunctive and relative pronouns.</p>	<p>Developing and consolidating grammatical structures: the preterite tenses, POR, PARA and other prepositions, negative words and negative forms of the verb; also, constructions with verbs followed by prepositions.</p>
	<p>Debating skills and developing fluency in speaking and developing arguments from different angles.</p>	<p>Participating fluently in conversations and debates. for debating and focus on speaking skills.</p>	<p>Summarising information successfully and focus on writing skills.</p>	<p>Comparing and contrasting viewpoints and adding their own opinion.</p>	<p>Researching events, figures and statistics, to support their opinions and given a wider range of examples</p>	<p>Checking and improving accuracy in written Spanish. Organising A-level revision notes.</p>
	<p>Vocabulary building and translation with accuracy.</p>	<p>Developing accuracy in translation from Spanish into English.</p>	<p>Developing accuracy in translation from English into Spanish.</p>		<p>Dealing with A-level reading comprehension and drawing inferences of more complex words.</p>	<p>Finding and using synonyms and similar expressions or</p>

					Expanding vocabulary using a wider range of synonyms and specific words of literacy.		sayings in traditional Spanish.
Methods of Assessment	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> Ongoing teacher assessment Continuous grammar and vocab tests Continuous Translation tests (R/W/L/S) Debates Expositions 	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> Ongoing teacher assessment Continuous grammar and vocab tests Continuous Translation tests (R/W/L/S) Debates Expositions 	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> Ongoing teacher assessment Continuous grammar and vocab tests Continuous Translation tests (R/W/L/S) Debates Essays 	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> Ongoing teacher assessment Continuous grammar and vocab tests Continuous Translation tests (R/W/L/S) Debates Essays 	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> Ongoing teacher assessment Continuous grammar and vocab tests Continuous Translation tests (R/W/L/S) Debates Essays 	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> Ongoing teacher assessment Continuous grammar and vocab tests Continuous Translation tests (R/W/L/S) Debates Essays 	
Use of ICT	<p>-Use Edexcel A-level Spanish book for audios and listening exercises. -Use online bilingual and monolingual dictionaries. -Use Power Points to organise notes for the AS course. -Use the web to research data, update figures to support their arguments. -Use of quizlet and Dynamic Learning for regular vocabulary learning and grammar practise.</p>	<p>-Use Edexcel A-level Spanish book for audios and listening exercises. -Use online bilingual and monolingual dictionaries. -Use Power Points to organise notes for the AS course. -Use the web to research data, update figures to support their arguments. -Use of quizlet and Dynamic Learning for regular vocabulary learning and grammar practise.</p>	<p>-Use Edexcel A-level Spanish book for audios and listening exercises. -Use online bilingual and monolingual dictionaries. -Use Power Points to organise notes for the AS course. -Use the web to research data, update figures to support their arguments. -Use of quizlet and Dynamic Learning for regular vocabulary learning and grammar practise.</p>	<p>-Use Edexcel A-level Spanish book for audios and listening exercises. -Use online bilingual and monolingual dictionaries. -Use Power Points to organise notes for the AS course. -Use the web to research data, update figures to support their arguments. -Use of quizlet and Dynamic Learning for regular vocabulary learning and grammar practise.</p>	<p>-Use Edexcel A-level Spanish book for audios and listening exercises. -Use online bilingual and monolingual dictionaries. -Use Power Points to organise notes for the AS course. -Use the web to research data, update figures to support their arguments. -Use of quizlet and Dynamic Learning for regular vocabulary learning and grammar practise.</p>	<p>-Use Edexcel A-level Spanish book for audios and listening exercises. -Use online bilingual and monolingual dictionaries. -Use Power Points to organise notes for the AS course. -Use the web to research data, update figures to support their arguments. -Use of quizlet and Dynamic Learning for regular vocabulary learning and grammar practise.</p>	

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	La inmigración y la sociedad multicultural española	La inmigración y la sociedad multicultural española	La dictadura franquista y la transición a la democracia	La dictadura franquista y la transición a la democracia	Repaso de los temas del año 12 (Review of topics Yr.12)	

	<p>(Immigration and multicultural society of Spain)</p> <p>El impacto positivo de la inmigración en la sociedad española</p> <p>(The positive impact of immigration on Spanish society)</p> <p>Cine Teoría cinematográfica Género melodrama</p> <p>Cinema Film theory Melodramatic genre</p>	<p>(Immigration and multicultural society of Spain)</p> <p>Los desafíos de la inmigración, la integración de inmigrantes en España y la reacción pública y social a la inmigración.</p> <p>(Challenges of immigration, the integration of immigrants and the public and social reaction to immigration in Spain)</p> <p>"Volver" Pedro Almodóvar</p> <p>Análisis de forma</p> <p>Analysis of the structure of the film</p>	<p>(Franco's dictatorship and the transition to democracy)</p> <p>La Guerra Civil y el ascenso de Franco</p> <p>(The Civil War and the rise of Franco)</p> <p>"Volver" Pedro Almodóvar</p> <p>Análisis de fondo</p> <p>Analysis of the messages and symbols of the film.</p>	<p>(Franco's dictatorship and the transition to democracy)</p> <p>La dictadura franquista y el paso de la dictadura a la democracia.</p> <p>(Franco's dictatorship and the transition to democracy)</p> <p>"Volver" Pedro Almodóvar</p> <p>Elaboración de ensayos</p> <p>Writing essays on diverse topics of the film</p>	<p>La evolución de la sociedad española</p> <p>(The evolution of Spanish society)</p> <p>La cultura en el mundo de habla española</p> <p>(Culture in the Spanish-speaking world)</p> <p>"El coronel no tiene quien le escriba" Gabriel García Márquez"</p> <p>Elaboración de ensayos</p> <p>Writing essays on diverse topics of the novel</p>	
Details	<p>Students will study the impact of immigration on Spanish society. They will analyse the immigration in Spain, from its origins to the present days. They will analyse the needs of the job market in Spain and the importance of immigration. Students will research on the Moorish influence on Spain, particularly on its cuisine and the arts.</p>	<p>Students will analyse the impact of immigration in schools in local communities. They will analyse the housing conditions of immigrants in Spain and the marginalisation and alienation that immigrants suffer. Students will study public reaction to immigration and its social impact. They will research immigration policies and analyse public opinions on immigration in Spain and the future impact of immigration on Spanish society.</p>	<p>Students will study the Spanish Civil War and the rise of Francoism. They will analyse the reasons for Franco's rise to power, Franco's victory in the Civil War and how the Civil War caused social division. Student will study the bombing of Guernica in the north of Spain, and they will analyse Picasso's masterpiece.</p>	<p>Students will study Franco's dictatorship and they will research the living conditions of different groups during Franco's regime and an analysis of how they affected the Spanish peoples. They will see the impact of restrictions and censorship during this period. Students will analyse the divisions in Spanish society during Franco's dictatorship. Students will study the transition from dictatorship to democracy. They will summarise key moments of the transition to democracy. Students will study the role of</p>	<p>Students will review all topics from Year 12. and 13</p>	Exam details

		<p>Students will be introduced to film theory, camera movements, soundtrack, use of shots and montage. They will learn how the director uses colours and photography to achieve the desired effects. Students must be able to apply all these concepts into the studied film "Volver".</p> <p>Students will study the social cultural context where the film was made. They will research about different customs and traditions in the countryside of La Mancha and Madrid.</p> <p>Developing and consolidating grammatical structures: the use of SER and ESTAR, direct and indirect object pronouns, the passive voice, including passive SE.</p> <p>Dealing with the unpredictable in conversations.</p> <p>Expanding vocabulary using a wider range of synonyms and specific words of film theory.</p>	<p>Students will develop essay skills on the film. By analysing the movement of the camera, soundtrack, use of shots and montage the students will focus on specific cinematographic terms to weigh up opinions and drawing conclusions following the mark scheme.</p> <p>They will explore Pedro Almodóvar's biography to relate his life with the film.</p> <p>Developing and consolidating grammatical structures: radical and orthographic changes in verbs, expressions of time and more uses of the subjunctive to express concession, emotion, possibility/probability or necessity. Students will practise use of past participle, cardinal and ordinal numbers and subordinating conjunctions (with indicative or subjunctive).</p> <p>Students will improve fluency in spoken Spanish inferring information from listening material such as interviews or reports.</p> <p>Developing arguments from different angles with a good range of vocabulary.</p>	<p>Students will analyse the characters, messages and symbols used in the film "Volver". They will research how those symbols are linked with Almodóvar's life.</p> <p>Students will analyse the tango Volver (main song of the soundtrack of the film) and they will link the lyrics with the plot of the film.</p> <p>Developing and consolidating grammatical structures: the perfect tense, a good range of tenses in the subjunctive, especially the imperfect and conditional sentences.</p> <p>Taking the initiative in conversation.</p> <p>Acquiring techniques for examination reading tasks.</p> <p>Students will work with extracting and summarising techniques.</p>	<p>Adolfo Suárez in creating a liberal democracy in Spain and the role of King Juan Carlos I and circumstances surrounding the Spanish transition. They will analyse the impact of the transition on Spanish society and the evolution of democracy.</p> <p>Students will consolidate a good essay structure with an introduction, a body and conclusion. They will use specific vocabulary from cinematographic techniques, they will support their arguments with examples making a link with the social context of Madrid and La Mancha's countryside as a background.</p> <p>Developing and consolidating grammatical structures: adverbs, indefinite adjectives and pronouns. The active and passive voice, impersonal verbs, the compound tenses (pluperfect, future perfect, conditional perfect) and the subjunctive in the main clauses.</p> <p>Presenting a more interesting speaking performance by complementing the speaking content with body language and voice inflections.</p> <p>Presenting a more interesting speaking performance by adding idioms, proverbs and popular Spanish sayings.</p> <p>Developing and consolidating translations from Spanish into English and from English into Spanish with</p>	<p>Student will build mind maps with important dates, figures, key words and sentences with complex grammar in order to summarise the different studied topics.</p> <p>Exam question practice.</p> <p>Focus on essay writing and speaking skills.</p>	
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	<p>Drafting and redrafting written work to increase accuracy.</p> <p>Students will be introduced to the IRP project, and they will be taught in what and how they should do it.</p>	<p>Developing and consolidating writing exercises on the introduction and conclusion of an essay.</p>		<p>more complex structures and technical vocabulary.</p>	
Methods of Assessment	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> Ongoing teacher assessment Continuous grammar and vocab tests Continuous Translation tests (R/W/L/S) Speaking cards Written essays 	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> Ongoing teacher assessment Continuous grammar and vocab tests Continuous Translation tests (R/W/L/S) Speaking cards Written essays 	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> Ongoing teacher assessment Continuous grammar and vocab tests Continuous Translation tests (R/W/L/S) Speaking cards Written essays Mock exam – Reading, Listening, Writing and Speaking 	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> Ongoing teacher assessment Continuous grammar and vocab tests Continuous Translation tests (R/W/L/S) Speaking cards Written essays 	<p>During this unit, student progress and attainment is assessed by:</p> <ul style="list-style-type: none"> Past paper practice
Use of ICT	<p>-Use Edexcel A-level Spanish book for audios and listening exercises.</p> <p>-Use online bilingual and monolingual dictionaries.</p> <p>-Use Power Points to organise notes for the A-level course.</p> <p>-Use the web to research data, update figures to support their arguments.</p> <p>-Use of quizlet and Dynamic Learning for regular vocabulary learning and grammar practise.</p>	<p>-Use Edexcel A-level Spanish book for audios and listening exercises.</p> <p>-Use online bilingual and monolingual dictionaries.</p> <p>-Use Power Points to organise notes for the A-level course.</p> <p>-Use the web to research data, update figures to support their arguments.</p> <p>-Use of quizlet and Dynamic Learning for regular vocabulary learning and grammar practise.</p>	<p>-Use Edexcel A-level Spanish book for audios and listening exercises.</p> <p>-Use online bilingual and monolingual dictionaries.</p> <p>-Use Power Points to organise notes for the A-level course.</p> <p>-Use the web to research data, update figures to support their arguments.</p> <p>-Use of quizlet and Dynamic Learning for regular vocabulary learning and grammar practise.</p>	<p>-Use Edexcel A-level Spanish book for audios and listening exercises.</p> <p>-Use online bilingual and monolingual dictionaries.</p> <p>-Use Power Points to organise notes for the A-level course.</p> <p>-Use the web to research data, update figures to support their arguments.</p> <p>-Use of quizlet and Dynamic Learning for regular vocabulary learning and grammar practise.</p>	<p>-Use online Pearson Edexcel past papers.</p> <p>--Use the web to research data, update figures to support their arguments.</p> <p>-Use of quizlet and Dynamic Learning for regular vocabulary learning and grammar practise.</p>

Useful Resources

www.hoddereducation.co.uk/dynamiclearning

www.hoddereducation.co.uk/mfl-film-and-literature

Getting to know...Volver R.Bravo ZigZag Education

AQA Spanish Grammar & tTranslation Workbook V.Everett Oxford University Press

mirror info from revision booklet?

Exam Board Specification: Edexcel (hyperlink to correct version)