



## Key Stage 5 Spanish Curriculum Maps

|         | AUTUMN   |   |   |   |   |   |   |  |   |    |    |    |    |    |  | SPRING |    |    |    |   |    |    |    |    |    |  | SUMMER |    |    |    |    |  |    |    |    |    |    |    |    |
|---------|--|---|---|---|---|---|---|--|---|----|----|----|----|----|--|--------|----|----|----|---|----|----|----|----|----|--|--------|----|----|----|----|--|----|----|----|----|----|----|----|
|         | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8  | 9 | 10 | 11 | 12 | 13 | 14 | 15   | 16     | 17 | 18 | 19 | 20  | 21 | 22 | 23 | 24 | 25 | 26   | 27     | 28 | 29 | 30 | 31 | 32   | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| YEAR 12 | <p>Topic –</p> <p>Tema 1: Los cambios en la estructura familiar</p> <p>Tema 1: El mundo laboral</p> <p>Assessment –Vocab, Grammar, End of unit test: Family and World of Work</p> <p>S – different types of family in modern-day Spain, attitudes towards marriage, different situations that may threaten family environments, young people and work in Spain, job opportunities in Spain, job difficulties in Spain – gender (in)equality</p> <p>P – Topic specific vocabulary, regular and irregular verbs in the present tense, adjectives, apocopation, reflexive verbs</p> <p>Sk -Manipulation of grammar, verb conjugation,</p> |   |   |   |   |   |   | <p>Topic –</p> <p>Tema 1: El impacto turístico en España</p> <p>Film: El Laberinto del Fauno</p> <p>Assessment – Speaking-stimulus card, End of unit test: Tourism / Film Essays</p> <p>S – Changes in the impact of tourism, relationship between tourism and the environment, economic benefits of tourism, Introduction to film, social context and background, characters, themes, and director’s techniques.</p> <p>P – Topic specific and cinematic vocabulary, essay writing phrases, verb tenses, imperfect vs preterite, use of direct and indirect object pronouns, use of the conditional tense</p> |   |    |    |    |    |    | <p>Topic –</p> <p>Tema 2: La música</p> <p>Tema 2: Los medios de comunicación</p> <p>Assessment – End of Unit tests: Music &amp; Media</p> <p>S – the influence of singers and musicians, changes in music styles, aspects of Spanish guitar music, impact of tango on popular culture, other Hispanic dances, and their impact on society, impact of television in general, present, and future situation with the Spanish press, impact of the digital age, social networks, and impact on Spanish society</p> <p>P – Topic specific vocabulary, the future tense, impersonal verbs ‘gustar’ etc., infinitive and gerund phrases, imperative, present subjunctive</p> <p>Sk - Manipulation of grammar, verb conjugation, summarising, comparing, and contrasting viewpoints, extending</p> |        |    |    |    | <p>Topic –</p> <p>Tema 2: El papel de las costumbres y las tradiciones</p> <p>Assessment –Speaking -stimulus card, End of Unit test: Traditions</p> <p>S – aspects of customs relating to food, non-religious festivals celebrated in Spain and Latin America, religious festivals in Spain, gastronomy in Spain and Latin America.</p> <p>P - Topic specific vocabulary, recapping the preterite tense, use of POR and PARA, using negation, constructions with verbs followed by prepositions</p> |    |    |    |    |    | <p>Topic –</p> <p>Tema 2: El papel de las costumbres y las tradiciones</p> <p>Film: Revise ‘El Laberinto del Fauno’</p> <p>Assessment – EOY Speaking, listening, reading, writing, translations</p> <p>S - aspects of customs relating to food, non-religious festivals celebrated in Spain and Latin America, religious festivals in Spain, gastronomy in Spain and Latin America,</p> <p>FILM- social context and background, characters, themes, and director’s techniques, writing essays</p> <p>P - Topic specific and cinematic vocabulary, constructions with verbs followed by prepositions, continued practice of all tenses and structures</p> |        |    |    |    |    | <p>Topic –</p> <p>Tema 4: La Guerra Civil y el ascenso de Franco</p> <p>Book: Como Agua Para Chocolate</p> <p>Introduction to IRP</p> <p>S – the reasons for Francos rise to power, life in the 1930sin Spain, Franco’s victory in the Civil War, Introduction to novel, social context, and background</p> <p>P – Topic specific and literary vocabulary, the use of the perfect tense, using the subjunctive in a range of tenses, conditional phrases</p> |    |    |    |    |    |    |    |

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|         | summarise, memorising vocabulary, pronunciation, fluency, extracting key points, translation and developing arguments   | Sk - Manipulation of grammar, translate accurately from English – Spanish, summarise information, search for relevant material online   | use of vocabulary, practising A-level reading comprehension, answering questions in Spanish  | Sk - Manipulation of grammar, verb conjugation, summarise, producing interesting sentences, checking for accuracy, using synonyms, organising notes.  | Sk - Manipulation of grammar, verb conjugation, summarising, essay writing, checking for accuracy | Sk – Reading a novel in the TL, analysis, fluency in speaking, research, summarising |
| YEAR 13 | <p>Topic –</p> <p>Tema 4: La Guerra Civil y La dictadura franquista</p> <p>Book: Como Agua Para Chocolate</p> <p>IRP</p> <p>Assessment –Essay on book, End of unit test: Franco</p> <p>S – living conditions under the dictatorship, impact of restrictions and censorship, the divisions in society,</p> <p>NOVEL: characters, themes, and writer’s techniques, essay writing</p> <p>P – Topic specific and literary vocabulary, adverbs, indefinite adjectives and pronouns, Spanish word order</p> <p>Sk -Manipulation of grammar, fluency, translating, researching, extracting key points, essay writing, developing arguments</p> | <p>Topic –</p> <p>Tema 3: El impacto positivo de la inmigración</p> <p>Tema 4: La dictadura franquista y El paso de la dictadura a la democracia</p> <p>Book: Como Agua Para Chocolate</p> <p>IRP</p> <p>Assessment –Essay on book, End of unit test – Immigration</p> <p>S – immigration in Spain, needs of the job market and importance of immigration, the Moorish influence, key moments of the transition to democracy, the role of Adolfo Suarez</p> <p>P - Topic specific and literary vocabulary, the use of SER and ESTAR, direct and indirect obj. pronouns, using the passive voice</p> <p>Sk - Manipulation of grammar, fluency, translating, researching, essay</p> | <p>Topic –</p> <p>Tema 3: Los desafíos de la inmigración</p> <p>Tema 4: El paso de la dictadura a la democracia</p> <p>IRP</p> <p>Assessment –Mock exams: Papers 1, 2 and 3</p> <p>S – impact on schools, housing conditions, marginalisation of immigrants, the circumstances surrounding the transition, the role of Juan Carlos, other key political figures in the transition, the impact on Spanish society</p> <p>P - Topic specific vocabulary, grammar, impersonal verbs, compound tenses, recapping the subjunctive</p> <p>Sk – making useful notes, translating into both languages, learning oral techniques to hold people’s interest.</p> | <p>Topic –</p> <p>Tema 3: La reacción pública y social a la inmigración.</p> <p>Revision of all themes and content</p> <p>IRP</p> <p>Assessment – Second Mock: Papers 1, 2 and 3</p> <p>S – Revision of all themes, film, book, and all skills</p> <p>P - Topic specific and literary vocabulary,</p> | A Level Exams   |  |

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|  |  | writing, listening to native speakers, drafting and redrafting work. |  | Sk - Inference, manipulation of grammar, fluency, translating, researching, essay writing, extracting key points, developing arguments, exam strategies for all skill areas |  |
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