

Beths Grammar School Y12 Spanish Curriculum Map - AQA A Level Spanish

Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
Autumn Term 1A Year 12	<u>Teacher 1</u> <u>Consolidation of Spanish grammar</u> In this unit, students review all tenses, pronouns and complex structures taught at GCSE to ensure that all students have the grammatical foundation required to start learning A Level grammar.	• To be able to use verbs in the present tense including irregulars and spell changing verbs in the present tense. • To be able to use the imperfect tense to describe past habitual actions. • To understand when to use the Preterite tense, its formation and all its irregular forms. • To understand when to use the Perfect tense to describe what 'has' happened, and to understand the concept of 'compound' tenses such as the pluperfect/future and conditional perfect tenses. • To successfully use the full range of past tenses in context. • To understand differences between future time frames and use the near and simple future tenses and the conditional tense. • To be able to use a range of pronouns (direct, indirect, possessive, demonstrative), as well as prepositions such as Por and Para. • To understand the concept of 'mood' using the Subjunctive and Imperfect Subjunctive tenses.	<u>Assessment Schedule:</u> Hurdle test (baseline assessment) - start of course. Grammar test - end of autumn term 1

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	<u>Teacher 2</u> <u>Introduction to A Level skills</u> In this unit, students learn new skills which are not required at GCSE but are essential at A Level, including summary skills in listening, reading and speaking as well as research skills.	• Introduction to the A Level course - expectations and organisational skills. • "A level specific skills: • To understand and practise the Listening skills for summaries using the topic of School." • "A level specific skills: • To understand and practise the Reading skills for summaries using the topic of Family." • "A level specific skills: • To understand and practise the Speaking skills for summaries using the topic of Culture." • "A level specific skills: • To understand and practise the Writing skills for summaries and translations using the topic of Global Issues.", including a lesson on Sustainability. • "A level specific skills: • To understand and practise the Research skills for the Independent Research Project using the topic of Freetime." • "A level specific skills: • To understand and practise Interpretations skills for analysis and reactions to audio and visual stimuli using the topic of Holidays." • To practise all the newly acquired skills needed for A Level language and how they differ and superceed the skills used at GCSE.	
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Autumn Term 1B Year 12	<u>Teacher 1</u> <u>AS Unit 1 - Los valores tradicionales y modernos</u> In this unit, students start the A Level course with one of their teachers by learning about the changing nature of the family in Spanish-speaking society over time, including trends in marriage, divorce, and alternatives to marriage, as well as trends in the types of families seen in society and how attitudes towards these different families have changed over time. This builds on the GCSE topic of relationships with family and friends.	- Describing the various types of 21st- century Spanish families and how these differ from the family model of the past using the imperfect and imperfect continuous tenses. - Understanding trends in marriage and how modern and traditional values differ using the preterite tense. - Understanding the situation in Spanish-speaking countries regarding divorce trends using the present tense. - Understanding the religious history of Spain and the influence of the Catholic Church using the imperfect and preterite tenses together. - Knowing when to use accents, recognising cognates and connecting nouns with the corresponding verbs.	<u>Assessment schedule - for each unit 1 and 2:</u> Speaking - stimulus card Listening including summary Reading including summary Translations both ways Memrise weekly vocab test %
	<u>Teacher 2</u> <u>AS Unit 2 - El ciberespacio</u> In this unit, students start the A Level course with their other teacher by learning about how the digital revolution over the course of the past 30 years has radically transformed lives in the Spanish-speaking world, and the many advantages and risks that this entails. This builds on the GCSE topic of technology.	- To describe and discuss how technology has transformed everyday life, giving opinions and using infinitive constructions. - To consider and discuss the dangers of digital technology using direct object pronouns and strategies to broaden vocabulary. - To consider the different users of technology and discuss possible future developments using regular and irregular present tense verbs to answer questions in Spanish.	
Spring Term 2A Year 12	<u>Teacher 1</u> <u>AS Unit 3 - Igualdad de los sexos</u>	- Discussing women in the world of work using indefinite adjectives and pronouns. - Discussing male chauvinism and the role of feminism using the perfect tense and the pluperfect tense	<u>Assessment schedule - for each unit 3 and 4:</u> Speaking - stimulus card

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	In this unit, students learn about equality in the Spanish-speaking world, from their gender equality to the rights of the LGBT community. This topic help students to understand the important role of equality in our society.	- Understanding and talking about changes to LGBT rights using the future perfect and conditional perfect tense - Discussing gay marriage in Spain and the Hispanic world. - Improving translation skills, listening for gist and detail and recognising words ending in '-ity' and developing translation tips.	Listening including summary Reading including summary Translations both ways Memrise weekly vocab test %
	<u>Teacher 2</u> <u>AS Unit 4 - La influencia de los ídolos</u> In this unit, students learn about the diversity of contemporary idols in the Spanish-speaking world and their influence on society. Students discuss the responsibilities of influencers in music, fashion and cinema on the society of today.	- Discussing the positive and negative influence singers and musicians have on people using indirect object pronouns. - Discussing the positive and negative effect TV and cinema stars have in our society practising the passive voice. - considering the type of influence fashion model have on young people using direct object pronouns. - Using connectives to improve your written work. - Using connectives and other expressions to improve your conversation style.	
Spring Term 2B Year 12	<u>Teacher 1</u> <u>AS Unit 5 - La identidad regional en España</u> In this unit, students consider important cultural aspects of regional identity from regional languages, gastronomy and customs. They deepen their knowledge of regional cultural differences and how they shape the people of a particular region.	- Describing and discussing Spanish customs and traditions using the present subjunctive of regular verbs. - Discussing similarities and differences in the gastronomy of Spain using the perfect tense in the subjunctive mood. - Considering the languages that are spoken in Spain and the issues surrounding them using numerals. - Improving listening skills and identifying correct and incorrect sentences. - Filling in gaps in a text.	<u>Assessment schedule - for each unit 5 and 6:</u> Speaking - stimulus card Listening including summary Reading including summary Translations both ways Memrise weekly vocab test %
	<u>Teacher 2</u> <u>AS Unit 6 - El patrimonio cultural</u>	Understanding civilisations that contributed to the cultural heritage of Spain using the subjective efficiently after the verbs of emotion.	

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	In this unit, students learn about the notion of heritage and all that it encompasses, the relationship between heritage and tourism, different ways of protecting heritage sites and the financial costs this may entail. They will also consider how heritage impacts upon and is guided by culture and will look at examples of Spanish heritage.	• Discussing Spanish and Latin American artists and the role of architecture in Spain effectively using demonstrative and possessive adjectives. • Understanding the diversity of Hispanic music and dance using imperatives. • Using the internet to enhance your work and breaking down comprehension tasks. • Recognising irregular endings in nouns.	
Summer Term 3A Year 12	By this half term, students have completed the AS content of their A Level course, and they undertake their Year 12 mock assessments. Before their mock exams start, they have a few lessons to review all the exam content and exam skills they have learnt so far. Paper 1 (reading, listening, translation both ways) takes place off timetable during the exam period, while the speaking assessments (Paper 3 - stimulus card and mini-IRP) take place in class. After the assessments have been completed, students receive individual feedback from their teachers and go over the content of the exams with the mark schemes and transcripts.	• Consolidation of all units 1-6 in preparation for Y12 mocks. • Practice of summary and research skills in preparation for Y12 mocks • Mini IRP mock completed in class. • Mini IRP mock feedback and paper 1 listening and translation to English feedback. • Stimulus card mock completed in class. • Stimulus card mock feedback and paper 1 reading and translation to Spanish feedback.	<u>Assessment schedule:</u> Y12 mock paper 1 - reading, listening, translation both ways Y12 mock paper 3 (speaking) - stimulus card and mini IRP assessment
Summer Term 3B Year 12	<u>Teacher 1</u> <u>A Level film study: La Haine</u> Students study the Spanish historical fantasy film 'El Laberinto del Fauno' (Pan's Labyrinth) film, directed by Guillermo del Toro, in preparation for their Paper 2 A Level exam.	• To learn about the historical and social context of Pan's Labyrinth as well as the fantasy war aspect of the film. • To analyse key characters in the film and how the director uses camera techniques in his introduction to the trio to draw the audience's attention to particular features and make them feel a certain way. • To analyse a range of key scenes in the film and develop analytical knowledge of sound effects and lighting techniques and the effects these have on the audience.	<u>Assessment schedule:</u> Selection of writing tasks for the book and film - critical analysis

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	They will start by learning about the social and historical context of the film, before carrying out character, scene and theme analysis, while considering the camera techniques, lighting and sound effects used by the director and the effects these have on the audience.	• To consider the themes of the film and practice writing about them analytically in an essay as well as considering the influences on the director when making the film. • To practice writing a film essay in Spanish, with a focus on analysing camera techniques, lighting and sound effects and how these make the audience feel.	
	<u>Teacher 2</u> <u>A Level book study: La Casa de Bernarda Alba</u> Students study the classic play, La Casa de Bernarda Alba by the Spanish playwright Lorca, in preparation for their Paper 2 A Level exam. They will learn about the historical context of the novel, analyse key characters, scenes and themes and the author's intentions in writing the book.	• To learn about the historical and social context of L'étranger. • To analyse key characters in the book. • To analyse a range of key scenes in the book and develop analytical knowledge of key quotes. • To consider the themes of the book and practice writing about them analytically in an essay. • To consider the intentions of the author in writing the book. • To practice writing an essay on a novel in Spanish, with a focus on taking an analytical approach.	