



## **KS5 Long Term Plan Year 12-13**

**Subject: Spanish**

**Exam Board: Edexcel**

**Assessment/Exam Structure, A Level:**

- **Paper 1 – Listening, Reading and Translation**
- **Paper 2 – Written response to works and Translation**
- **Paper 3 – Speaking**

## **STATEMENT OF INTENT**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures, allowing students to become citizens of the world, thus equipping them to study and work in other countries. Our aim is to create engaged, inquisitive and confident linguists that can communicate effectively in real-life situations but also have a solid foundation of grammar. A Level language will equip our students with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.

A Level language learning will be cumulative and progressive in content and language, interleaving and building on the foundation of core grammar and vocabulary skills and processes learnt in KS3 and 4, increasing the level of linguistic and cognitive demand. Encouraging our students to identify with languages and valuing different styles of communication will help them develop a mindset that prizes academic progress too. It will provide a robust foundation for those wishing to study a modern language to degree level or equivalent.

## **IMPLEMENTATION**

In addition to high level practical language skills, the content of A level in modern languages provides depth of knowledge, understanding and intercultural competence and fosters a range of transferable skills such as communication skills, critical thinking, autonomy, resourcefulness, creativity, and linguistic, cultural and cognitive flexibility; all of which are of value to the individual, to wider society, to higher education and to employers.

The content for A level Spanish and French is conceived as an integrated study with a focus on language and culture and society. Besides social issues and trends, political and/or intellectual and/or artistic culture, students will study one film and one book in depth.

Pupils are taught to:

- develop knowledge and understanding, through the language of study, of themes relating to the society and culture, past and present, of the country or countries where the language is spoken
- use authentic spoken and written sources from a variety of different contexts and genres, including online media, as stimulus material for the study of the themes and, concurrently, for language development
- develop their language knowledge, understanding and skills through:
- use language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments persuade; and analyse and evaluate in speech and writing, including interaction with speakers of the language
- applying knowledge of pronunciation, morphology and syntax, vocabulary and idioms to communicate accurately and coherently, using a range of expression
- read and respond to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary
- understand the main points, gist and detail from spoken and written material inferring meaning from complex spoken and written material, including factual and abstract content
- assimilate and use information from spoken and written sources, including material from online media
- summarise information from spoken and written sources, reporting key points and subject matter in speech and writing
- translate unseen passages from the language of study into English and into the language of study

Literary and film work study:

- appreciate, analyse and be able to respond critically in writing, in the language of study, to the works. This ties in with English language and literature as students have to analyse a piece of literature, which is a transferrable skill for everyday language use and communication
- develop a more detailed understanding of the works, showing a critical appreciation of the concepts and issues covered, and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film)

|        | Autumn 1   |   | Autumn 2   |   | Spring 1  |   |
|--------|--|---|--|---|---|---|
| Yr. 12 | <p><b>Topics</b></p> <p><b>Theme 1 –</b><br/><b><u>La evolución de la sociedad española</u></b></p> <p>1.1 Changes in family structure</p> <p>1.2 The working world</p> <p><b>Literature/film</b></p> <p><i>El Laberinto del Fauno</i></p> | <p><b>Skills</b></p> <p>Transition from GCSE</p> <p><b>Activities</b></p> <p>Reading<br/>Writing<br/>Listening<br/>Speaking</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>○ Tenses: present, future, conditional, perfect, other compounds</li> <li>○ Possessives</li> <li>○ Verbs like ‘gustar’</li> <li>○ Tenses: imperfect, preterite, use of tenses</li> <li>○ Pronouns</li> <li>○ Hay que in all tenses</li> </ul> <p><b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>○ Summarising a written text in speech</li> <li>○ Reading and responding</li> <li>○ Translation from Spanish into English</li> <li>○ Listening and responding</li> </ul> | <p><b>Topics</b></p> <p><b>Theme 1 –</b><br/><b><u>La evolución de la sociedad española</u></b></p> <p>1.3 Tourism</p> <p><b>Theme 2 –</b><br/><b><u>La cultura política y artística en el mundo de habla española</u></b></p> <p>2.1 Music</p> <p><b>Literature/film</b></p> <p><i>El Laberinto del Fauno</i></p> | <p><b>Skills</b></p> <p><b>Activities</b></p> <p>Reading<br/>Writing<br/>Listening<br/>Speaking</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>○ Passive</li> <li>○ Demonstratives</li> <li>○ Articles (feminine nouns with <i>el</i>)</li> <li>○ Numbers</li> <li>○ Subjunctive – present and imperfect</li> <li>○ Indefinite adjectives and pronouns</li> <li>○ Relative ‘cuyo’</li> </ul> <p><b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>○ Analysing the work</li> <li>○ Evaluating the forms and techniques used in the work</li> </ul> <p><b>Further skills:</b></p> <ul style="list-style-type: none"> <li>○ Writing summaries in English and in target language.</li> </ul> | <p><b>Topics</b></p> <p><b>Theme 2 –</b><br/><b><u>La cultura política y artística en el mundo de habla española</u></b></p> <p>2.3 Media<br/>Television and <i>telenovelas</i><br/>Written and Internet media</p> <p>2.2 Festivals and traditions<br/>Fiestas and festivals</p> <p><b>Literature/film</b></p> <p><i>El Laberinto del Fauno</i></p> | <p><b>Skills</b></p> <p><b>Activities</b></p> <p>Reading<br/>Writing<br/>Listening<br/>Speaking</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>○ Ser/estar</li> <li>○ Por/para</li> <li>○ Personal a</li> <li>○ Verbs followed by a preposition plus an infinitive or noun phrase (e.g. <i>insister en, negarse a</i>)</li> <li>○ Verbs followed by a gerund (e.g. <i>seguir</i>)</li> </ul> <p><b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>○ Relating the work to key concepts, issues and the social context</li> <li>○ Writing a critical response</li> </ul> |

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|--------------------|------------------------------|--|--|--|--|--|
|                    |                              | <ul style="list-style-type: none"> <li>○ Translation from English into Spanish</li> </ul> <p><b>Further skills:</b></p> <ul style="list-style-type: none"> <li>○ Use a bilingual dictionary.</li> <li>○ Learning and recording vocab.</li> <li>○ Organising work.</li> <li>○ Write a brief description</li> <li>○ Expressing opinions.</li> <li>○ Reading for gist</li> <li>○ Pronunciation</li> <li>○ Taking notes in English and in target language when listening.</li> </ul> |  | <ul style="list-style-type: none"> <li>○ Speaking from notes</li> <li>○ Understanding and interpreting statistics.</li> <li>○ Pronunciation of more difficult sounds</li> <li>○ Structuring a debate</li> <li>○ Adapting a text.</li> <li>○ Translating into English</li> <li>○ Structuring an oral presentation.</li> <li>○ Encourage self-evaluation and correction</li> </ul> |  | <ul style="list-style-type: none"> <li>○ Developing logical arguments to persuade</li> <li>○ Discussing a topic</li> <li>○ Showing links to Spanish culture and social context</li> <li>○ Expressing a point of view</li> <li>○ Justifying opinions</li> </ul> <p><b>Further skills:</b></p> <ul style="list-style-type: none"> <li>○ Writing a newspaper report or email.</li> <li>○ Structuring a written response.</li> <li>○ Checking and correcting written work.</li> <li>○ Strategies for extending vocabulary.</li> <li>○ Revision of vocabulary.</li> </ul> |
| <b>Assessments</b> | <b>Baseline grammar test</b> |  | <b>End of Theme 1.1 tests from Boost</b> | <b>Film essay in exam conditions with notes</b>  | <b>End of Theme 1.2-3 tests from Boost</b> |  |

|                    | Spring 2  |   | Summer 1  |  | Summer 2  |   |
|--------------------|---|---|---|--|---|---|
| Yr. 12             | <p><b>Topics</b></p> <p><b>Theme 2 –</b><br/><b><u>La cultura política y artística en el mundo de habla española</u></b></p> <p>2.3 Media<br/>Impact on society and politics</p> <p>2.2 Festivals and traditions<br/>Customs and traditions</p> <p><b><u>Literature/film</u></b></p> <p><i>El Laberinto del Fauno</i></p> | <p><b><u>Activities</u></b><br/>Reading<br/>Writing<br/>Listening<br/>Speaking</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Imperatives (link to advertising)</li> <li>Si clauses</li> <li>Conditions other than with <i>si (con tal de que etc)</i></li> </ul> <p><b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>Discussing a topic Showing links to Spanish culture and social context</li> </ul> | <p><b>Topics</b></p> <p><b>Revision + exam preparation</b></p> <p><b>Film text</b></p> <p><i>El Laberinto del Fauno</i></p> <p><b>Immigration and the Spanish society</b></p> <p>3.1 – Immigration historically</p> <p>3.2 – Integration and multiculturalism</p> | <p><b><u>Activities</u></b><br/>Reading<br/>Writing<br/>Listening<br/>Speaking</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Technical cinema vocabulary</li> <li>Time phrases (<i>desde hace etc</i>)</li> <li>Cleft constructions (<i>fue en Madrid donde nos conocimos</i>)</li> </ul> <p><b>Further skills:</b></p> <ul style="list-style-type: none"> <li>Debating and arguing</li> <li>Analysing film</li> <li>Research skills</li> <li>independent research.</li> </ul> | <p><b>Topics</b></p> <p><b>Film text</b></p> <p><i>El Laberinto del Fauno</i></p> <p><b>Immigration and the Spanish society</b></p> <p>3.3 - The social and public reaction to immigration in Spain</p> | <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Indirect speech</li> </ul> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>Advanced translation skills</li> <li>Analysing and evaluating film</li> </ul> |
| <b>Assessments</b> | <p><b>Y12 assessments:</b><br/><b>AS Paper 1:</b><br/><b>Listening, reading and Translation 2 hours</b></p> <p><b>AS Paper 2: written response to works and translation</b></p>   | <p><b>Paper 3: Speaking (Part 1 only)</b></p>   | <p><b>End of Theme 2.1 tests from Boost</b></p>   |  | <p><b>End of Theme 2.2 tests from Boost</b></p>   |   |

|        | Autumn 1   |  | Autumn 2   |   | Spring 1   |  |
|--------|--|--|--|---|--|--|
| Yr. 13 | <p><b>Topics</b></p> <p><u>Theme 3 – La inmigración y la sociedad multicultural española</u></p> <p>The positive impact of immigration in Spanish society</p> <p>The challenges of immigration and integration in Spain</p> <p><u>Literature/film</u></p> <p><i>Como Agua para Chocolate</i></p> | <p><b>Skills</b></p> <p>Transition from GCSE</p> <p><b>Activities</b></p> <p>Reading<br/>Writing<br/>Listening<br/>Speaking</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>○ Tenses: present, future, conditional, perfect, other compounds</li> <li>○ Possessives</li> <li>○ Verbs like ‘gustar’</li> <li>○ Tenses: imperfect, preterite, use of tenses</li> <li>○ Pronouns</li> <li>○ Hay que in all tenses</li> </ul> <p><b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>○ Summarising a written text in speech</li> <li>○ Reading and responding</li> <li>○ Translation from Spanish into English</li> <li>○ Listening and responding</li> <li>○ Translation from English into Spanish</li> </ul> <p><b>Further skills:</b></p> <ul style="list-style-type: none"> <li>○ Use a bilingual dictionary.</li> <li>○ Learning and recording vocab.</li> <li>○ Organising work.</li> <li>○ Write a brief description</li> <li>○ Expressing opinions.</li> <li>○ Reading for gist</li> </ul> | <p><b>Topics</b></p> <p><u>Theme 3 - La inmigración y la sociedad multicultural española</u></p> <p>The public and social reaction to immigration</p> <p><u>Literature/film</u></p> <p><i>Como Agua para Chocolate</i></p> | <p><b>Skills</b></p> <p><b>Activities</b></p> <p>Reading<br/>Writing<br/>Listening<br/>Speaking</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>○ Passive</li> <li>○ Demonstratives</li> <li>○ Articles (feminine nouns with <i>el</i>)</li> <li>○ Numbers</li> <li>○ Subjunctive – present and imperfect</li> <li>○ Indefinite adjectives and pronouns</li> <li>○ Relative ‘cuyo’</li> </ul> <p><b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>○ Analysing the work</li> <li>○ Evaluating the forms and techniques used in the work</li> </ul> <p><b>Further skills:</b></p> <ul style="list-style-type: none"> <li>○ Writing summaries in English and in target language.</li> <li>○ Speaking from notes</li> <li>○ Understanding and interpreting statistics.</li> <li>○ Pronunciation of more difficult sounds</li> <li>○ Structuring a debate</li> <li>○ Adapting a text.</li> <li>○ Translating into English</li> <li>○ Structuring an oral presentation.</li> </ul> | <p><b>Topics</b></p> <p><u>Theme 4 – La dictadura franquista y la transición a la democracia</u></p> <p>The Civil War and the rise of Franco</p> <p>The Franco dictatorship</p> <p><u>Literature/film</u></p> <p><i>Como Agua para Chocolate</i></p> | <p><b>Skills</b></p> <p><b>Activities</b></p> <p>Reading<br/>Writing<br/>Listening<br/>Speaking</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>○ Ser/estar</li> <li>○ Por/para</li> <li>○ Personal a</li> <li>○ Verbs followed by a preposition plus an infinitive or noun phrase (e.g. insistir en, negarse a)</li> <li>○ Verbs followed by a gerund (e.g. seguir)</li> </ul> <p><b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>○ Relating the work to key concepts, issues and the social context</li> <li>○ Writing a critical response</li> <li>○ Developing logical arguments to persuade</li> <li>○ Discussing a topic</li> <li>○ Showing links to Spanish culture and social context</li> </ul> |

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|--------------------|---|---|--|---|--|---|
|                    |   | <ul style="list-style-type: none"> <li>○ Pronunciation</li> <li>○ Taking notes in English and in target language when listening.</li> </ul> |  | <ul style="list-style-type: none"> <li>○ Encourage self-evaluation and correction</li> </ul>  |  | <ul style="list-style-type: none"> <li>○ Expressing a point of view</li> <li>○ Justifying opinions</li> </ul> <p><b>Further skills:</b></p> <ul style="list-style-type: none"> <li>○ Writing a newspaper report or email.</li> <li>○ Structuring a written response.</li> <li>○ Checking and correcting written work.</li> <li>○ Strategies for extending vocabulary.</li> <li>○ Revision of vocabulary.</li> </ul> |
| <b>Assessments</b> | <p><b>MOCKS: A Level Paper 1: Listening, reading and Translation 2 hours (80 marks)</b></p> <p><b>A Level Paper 2: written response to works and translation 2 hours 40 minutes (120 marks)</b></p> <p><b>A Level Paper 3: Speaking (72 marks )</b></p> |   |  | <p><b>PPE: A Level Paper 1: Listening, reading and Translation 2 hours (80 marks)</b></p> <p><b>A Level Paper 2: written response to works and translation 2 hours 40 minutes (120 marks)</b></p> <p><b>A Level Paper 3: Speaking (72 marks )</b></p> |  | <b>End of Theme 4 tests from Boost</b>  |

|                    | Spring 2   |   | Summer 1   |  | Summer 2                                    |   |
|--------------------|--|---|--|--|---|---|
| Yr. 13             | <p><b>Topics</b></p> <p><b><u>Theme 4 - La dictadura franquista y la transición a la democracia</u></b></p> <p>The transition from dictatorship to democracy</p> <p><b><u>Literature/film</u></b></p> <p><i>Como Agua para Chocolate</i></p> | <p><b><u>Activities</u></b><br/>Reading<br/>Writing<br/>Listening<br/>Speaking</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Imperatives (link to advertising)</li> <li>• Si clauses</li> <li>• Conditions other than with <i>si (con tal de que etc)</i></li> </ul> <p><b>Skills focus:</b></p> <ul style="list-style-type: none"> <li>• Discussing a topic Showing links to Spanish culture and social context</li> </ul> | <p><b>Topics</b></p> <p><b>Revision + exam preparation</b></p> <p><b><u>Literature/film</u></b></p> <p><i>Como Agua para Chocolate</i></p> <p><b>Immigration and the Spanish society</b></p> <p><b>3.1</b> – Immigration historically</p> <p><b>3.2</b> – Integration and multiculturalism</p> | <p><b><u>Activities</u></b><br/>Reading<br/>Writing<br/>Listening<br/>Speaking</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Technical cinema vocabulary</li> <li>• Time phrases (<i>desde hace etc</i>)</li> <li>• Cleft constructions (<i>fue en Madrid donde nos conocimos</i>)</li> </ul> <p><b>Further skills:</b></p> <ul style="list-style-type: none"> <li>• Debating and arguing</li> <li>• Analysing film</li> <li>• Research skills</li> <li>• independent research.</li> </ul> | <p><b>Topics</b></p> <p><b>Revision</b></p> | <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Indirect speech</li> </ul> <p><b>Skills Focus:</b></p> <ul style="list-style-type: none"> <li>• Advanced translation skills</li> <li>• Analysing and evaluating film</li> </ul> |
| <b>Assessments</b> | <b>End of Theme 5 tests from Boost</b>   |   |  | <b>Exams May</b>   |   | -   |