



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**

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

		<ul style="list-style-type: none"> ○ Reading for gist ○ Pronunciation ○ Taking notes in English and in target language when listening. 		<ul style="list-style-type: none"> ○ Structuring an oral presentation. ○ Encourage self-evaluation and correction 		<ul style="list-style-type: none"> ○ Writing a newspaper report or email. ○ Structuring a written response. ○ Checking and correcting written work. ○ Strategies for extending vocabulary. ○ Revision of vocabulary.
Assessments	Baseline grammar test		End of Theme 1.1 tests from Boost	Film essay in exam conditions with notes	End of Theme 1.2-3 tests from Boost	

	Spring 2		Summer 1		Summer 2	
Yr. 12	Topics <u>Theme 2 - La cultura política y artística en el mundo de habla española</u> 2.3 Media Impact on society and politics 2.2 Festivals and traditions Customs and traditions	<u>Activities</u> Reading Writing Listening Speaking Grammar: <ul style="list-style-type: none"> • Imperatives (link to advertising) • Si clauses • Conditions other than with <i>si (con tal de que etc)</i> 	Topics Revision + exam preparation Film text <i>El Laberinto del Fauno</i> Immigration and the Spanish society 3.1 - Immigration historically	<u>Activities</u> Reading Writing Listening Speaking Grammar: <ul style="list-style-type: none"> • Technical cinema vocabulary • Time phrases (<i>desde hace etc</i>) • Cleft constructions (<i>fue en Madrid</i> 	Topics Film text <i>El Laberinto del Fauno</i> Immigration and the Spanish society 3.3 - The social and public reaction to immigration in Spain	Grammar: <ul style="list-style-type: none"> • Indirect speech Skills Focus: <ul style="list-style-type: none"> • Advanced translation skills • Analysing and evaluating film

	<p><u>Literature/film</u></p> <p><i>El Laberinto del Fauno</i></p>	<p>Skills focus:</p> <ul style="list-style-type: none"> • Discussing a topic Showing links to Spanish culture and social context 	<p>3.2 – Integration and multiculturalism</p>	<p><i>donde nos conocimos)</i></p> <p>Further skills:</p> <ul style="list-style-type: none"> • Debating and arguing • Analysing film • Research skills • independent research. 		
<p>Assessments</p>	<p>Y12 assessments:</p> <p>AS Paper 1: Listening, reading and Translation 2 hours</p> <p>AS Paper 2: written response to works and translation</p>	<p>Paper 3: Speaking (Part 1 only)</p>	<p>End of Theme 2.1 tests from Boost</p>		<p>End of Theme 2.2 tests from Boost</p>	

	Autumn 1		Autumn 2		Spring 1	
Yr. 13	<p>Topics</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>Skills</p> <p>Transition from GCSE</p> <p><u>Activities</u></p> <p>Reading Writing Listening Speaking</p> <p>Grammar:</p> <ul style="list-style-type: none"> ○ Tenses: present, future, conditional, perfect, other compounds ○ Possessives ○ Verbs like 'gustar' ○ Tenses: imperfect, preterite, use of tenses ○ Pronouns ○ Hay que in all tenses <p>Skills focus:</p> <ul style="list-style-type: none"> ○ Summarising a written text in speech ○ Reading and responding ○ Translation from Spanish into English ○ Listening and responding ○ Translation from English into Spanish <p>Further skills:</p> <ul style="list-style-type: none"> ○ Use a bilingual dictionary. ○ Learning and recording vocab. ○ Organising work. ○ Write a brief description ○ Expressing opinions. ○ Reading for gist ○ Pronunciation 	<p>Topics</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>Skills</p> <p><u>Activities</u></p> <p>Reading Writing Listening Speaking</p> <p>Grammar:</p> <ul style="list-style-type: none"> ○ Passive ○ Demonstratives ○ Articles (feminine nouns with <i>el</i>) ○ Numbers ○ Subjunctive – present and imperfect ○ Indefinite adjectives and pronouns ○ Relative 'cuyo' <p>Skills focus:</p> <ul style="list-style-type: none"> ○ Analysing the work ○ Evaluating the forms and techniques used in the work <p>Further skills:</p> <ul style="list-style-type: none"> ○ Writing summaries in English and in target language. ○ Speaking from notes ○ Understanding and interpreting statistics. ○ Pronunciation of more difficult sounds ○ Structuring a debate ○ Adapting a text. ○ Translating into English ○ Structuring an oral presentation. 	<p>Topics</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>Skills</p> <p><u>Activities</u></p> <p>Reading Writing Listening Speaking</p> <p>Grammar:</p> <ul style="list-style-type: none"> ○ Ser/estar ○ Por/para ○ Personal a ○ Verbs followed by a preposition plus an infinitive or noun phrase (e.g. insistir en, negarse a) ○ Verbs followed by a gerund (e.g. seguir) <p>Skills focus:</p> <ul style="list-style-type: none"> ○ Relating the work to key concepts, issues and the social context ○ Writing a critical response ○ Developing logical arguments to persuade ○ Discussing a topic ○ Showing links to Spanish culture and social context ○ Expressing a point of view ○ Justifying opinions <p>Further skills:</p> <ul style="list-style-type: none"> ○ Writing a newspaper report or email.

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

	Spring 2		Summer 1		Summer 2	
Yr. 13	<p>Topics</p> <p><u>Theme 4 - La dictadura franquista y la transición a la democracia</u></p> <p>The transition from dictatorship to democracy</p> <p><u>Literature/film</u></p>	<p><u>Activities</u></p> <p>Reading Writing Listening Speaking</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Imperatives (link to advertising) • Si clauses • Conditions other than with 	<p>Topics</p> <p>Revision + exam preparation</p> <p><u>Literature/film</u></p> <p><i>Como Agua para Chocolate</i></p> <p>Immigration and the Spanish society</p>	<p><u>Activities</u></p> <p>Reading Writing Listening Speaking</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Technical cinema vocabulary • Time phrases (<i>desde hace</i> etc) • Cleft constructions 	<p>Topics</p> <p>Revision</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Indirect speech <p>Skills Focus:</p> <ul style="list-style-type: none"> • Advanced translation skills • Analysing and evaluating film

	<i>Como Agua para Chocolate</i>	<i>si (con tal de que etc)</i> Skills focus: <ul style="list-style-type: none"> • Discussing a topic Showing links to Spanish culture and social context 	3.1 – Immigration historically 3.2 – Integration and multiculturalism	<i>(fue en Madrid donde nos conocimos)</i> Further skills: <ul style="list-style-type: none"> • Debating and arguing • Analysing film • Research skills • independent research. 		
Assessments	End of Theme 5 tests from Boost			Exams May		-