

## Year 12 SPANISH

Students will build on their knowledge of Spanish through three overarching themes: social issues and trends, political and artistic culture and grammar. Students will also study a film (Volver - largely studied this year) and a book (La Casa de Bernarda Alba - studied in y13). At the end of y12 students will also begin preparation for the IRP (Independent Research Project) for the speaking exam where they will be able to explore a particular aspect of hispanic culture in detail.

Throughout y12, students will perfect their grammatical knowledge and will work with increasingly complex language with the aim to form justified arguments to respond critically and analytically to questions relating to topics covered in lessons. Through increased exposure and opportunities to speak the language in class, students will quickly develop their levels of fluency in the language.

Lessons include a variety of opportunities for students to acquire and apply language skills in listening, reading, speaking, writing and translating. Lessons are varied and include opportunities to work in pairs or in groups or independently. Students will have access to a range of online resources and will be encouraged to go beyond work set in the classroom to gain as much authentic and consistent exposure to the language as possible. Retrieval practice is evident in Brain In Gear activities at the start of every lesson and they are all linked to prior learning.

Year 12 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topics</b>	<b>Traditional and modern values</b>  GCSE to A level Grammar bridging  Changes in family  Attitudes towards marriage and divorce  The influence of the Catholic Church	<b>Cyberspace</b>  The influence of internet  Smartphones in our society  Benefits and dangers of social media  Introduction to film study: Volver	<b>Gender equality</b>  Women in the labour market  Chauvinism and feminism  Gay and transgender rights  Continuation of film study	<b>Influence of idols</b>  Singers and musicians  TV and cinema stars  The influence of fashion models on young people  Continuation of film study	<b>Regional identity</b>  Traditions and customs  Gastronomy  Regional languages  Continuation of film study	<b>Cultural heritage</b>  Pre-hispanic civilisations  Art and architecture  Hispanic music and dance  Introduction to the IRP and paper 2 text

<b>Assessment</b>	Mid-topic assessment	Mid-topic assessment	Mid-topic assessment	Mid-topic assessment	Mid-topic assessment	Mock exams (papers 1, 2 and speaking)
	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	End of topic assessment	
	Practice speaking stimulus cards	Practice speaking stimulus cards	Volver essay Practice speaking stimulus cards	Volver essay Practice speaking stimulus cards	Volver essay Practice speaking stimulus cards	
<b>Grammar coverage</b>	Using the imperfect and imperfect continuous tenses	Using the present and present continuous tenses	Using indefinite adjectives and pronouns	Using direct and indirect object pronouns	Using the present and perfect subjunctive	Using demonstrative and possessive adjectives
	Using the imperfect and preterite tenses together	Using the future and conditional tenses	Using the perfect, pluperfect, future perfect and conditional perfect tenses	Using the passive voice	Using numerals	Using the imperative

### Independent Work

Independent work is a vital part of becoming more proficient in Spanish. It may take several forms: learning vocabulary, Kerboodle/Dynamic tasks online, IRP research, a presentation of subtopics, practice translations and essay writing. Independent work will be set weekly.

During the summer break between years 12 and 13 students should begin researching what they wish to base their IRP on and also start reading the paper 2 text: *Casa de Bernarda Alba* - Federico García Lorca.