

Year 12						
When	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives) What do Yr12/13 need to know and be able to do by the time they leave TENC? How do you sequence the teaching? How do you revisit, revise and reinforce?		New Skill = NS Revisit = R Revision = RV	<u>Stretch and Challenge</u> (Differentiation – how will you stretch the most able to achieve top grades?)	<u>CIEAG/Extension</u> <u>Enrichment</u> Trips, workshops, speakers, local environment and experiences	<u>KS4 PRIOR LEARNING</u> How will GCSE knowledge, skills & experience across 3 schools link to and support KS5 new knowledge and skills? This needs to show how you build links across the experiences of the different schools
Term Plan	<u>KNOWLEDGE & SKILLS</u>	Assessment Objective				
	<u>Transition Task</u> Research on the topics which students will study during the course. Worksheet with the basic AS level grammar to complete over the summer.	AO1-4	R	Students are given a variety of links to resources to support further research and reading in the target language.		Knowledge and application of grammar and usage of higher-level sentence structures.
Term 1	Review of the basic verbs and grammar 1. Los valores modernos y tradicionales – contrasting family life during and since the end of the Franco dictatorship a. Uses and structure of imperfect tense	AO1-4	1. RV & NS 2. RV & NS 3. NS 4. NS	Students to learn how to express their opinions on relevant subject and support	Students are given the opportunity to take part in a variety of trips and events	1. preterite and imperfect tense; expressing simple and higher-level opinions; answering simple questions in

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	<ul style="list-style-type: none"> b. Uses and structure of perfect tense c. Use and understanding of preterite tense d. Translation into Spanish <p>2. El ciberespacio – advantages, disadvantages and dangers of a cyber society</p> <ul style="list-style-type: none"> a. Infinitive constructions b. Review of irregular verbs c. Answering questions in Spanish d. Expressing a range of opinions <p>3. La igualdad de los sexos – gender equality</p> <ul style="list-style-type: none"> a. Interpret and explain figures and statistics b. How to write a summary of spoken and written texts. c. Structures expressing future d. 3 perfect tense structures e. Translation into English <p>4. Study of the film 'Pen's Labirinth' by Guillermo del Toro</p> <ul style="list-style-type: none"> a. Historical background b. Themes c. Characters d. Directors techniques e. Analysis of selected scenes 		5. NS	<p>them with deep knowledge evidence to defend their points of view.</p> <p>Translation tasks of different level – use of Kerboodle materials and authentic documents/ articles.</p> <p>Listening and reading of authentic material on current affairs related to the topics being</p>	<p>organised by universities and other institutions with a view to develop fluency, cultural knowledge as well as to have a better understanding of the role of languages in the workplace.</p> <p>Students have the opportunity to have a session with local professionals who use languages in their workplace.</p>	<p>Spanish; more common infinitive structures; vocabulary from the identity and culture topic in the GCSE specification</p> <p>2. Vocabulary from the freetime/technology topic in the GCSE specification; infinitive constructions and justifications;</p> <p>3. The future and conditional in Spanish; vocabulary from the work and identity and culture topics in the GCSE specification</p>
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Term 2	<ol style="list-style-type: none"> Study of the film 'Pen's Labirinth' by Guillermo del Toro <ol style="list-style-type: none"> Analysis of sample essays Essay writing MOCK Exams (As Paper 1 ; A level P2 – writing about a film only; A level P3 – on topics that we would have covered) La influencia de los ídolos – positive and negative influence of celebrities, including an introduction to some Spanish speaking film/music/TV stars as well as models. <ol style="list-style-type: none"> Listening for details Use of passive voice Higher numbers and ordinals Direct and indirect object pronouns 	AO1-4	<ol style="list-style-type: none"> RV & NS R RV & NS NS 	<p>studied such as news articles, televised news and programmes as well as music.</p> <p>Students to use statistics and expert research knowledge from further reading in their own speaking and writing to support their points of view.</p>		<ol style="list-style-type: none"> Vocabulary from the freetime/media module in the GCSE specification. Listening for detail, numbers and basic understanding of object pronouns.
Term 3	<ol style="list-style-type: none"> La identidad regional en España: the different autonomous regions of Spain, their traditions, languages and food <ol style="list-style-type: none"> Use subjunctive Use of perfect tense of the subjunctive Use of passive voice Strategies for tackling filling the gap tasks in Spanish El patrimonio cultural : having an awareness of the civilizations which contributed to the cultural heritage of 	AO1-4	<ol style="list-style-type: none"> NS RV & NS RV & NS NS R 			<ol style="list-style-type: none"> using a variety of verb tenses; basic subjunctive phrases; vocabulary from the identity and culture topic in the GCSE specification Using 'Si' clauses.

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	<p>Spain, pre-Colombian civilizations in Latin America</p> <ul style="list-style-type: none">a. Further uses of the subjunctiveb. Demonstrative and possessive adjectivesc. The imperative <p>3. MOCK Exams (A Level Paper 1 ; A level P2 – writing about a film only; A level P3)</p>					
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Year 13						
When	WHAT & WHY WILL THEY LEARN? (SOW overview linked to assessment Objectives)		New Skill = NS Revisit = R Revision = RV	<u>Stretch and Challenge</u> (Differentiation – how will you stretch the most able to achieve top grades?)	<u>CIEAG/Extension</u> Trips, workshops, speakers, local environment and experiences	<u>KS4 PRIOR LEARNING</u> How will GCSE knowledge support new skills & knowledge
Term Plan	<u>KNOWLEDGE & SKILLS</u>	Assessment Objective				
	<u>Transition Task</u> To read the literary text and make notes. To complete a past paper.		RV & NS	To research and make notes on topics to be covered in Year 13		
Term 1	1. Literary text a. Social and historical background b. Reading of the text and chapter summaries c. Themes d. Characters e. Writer's methods	AO1-4	1. RV & NS 2. RV & NS 3. NS	Students to learn how to express their opinions on relevant subject and support them with deep knowledge evidence to	Students are given the opportunity to take part in a variety of trips and events organised by universities and other institutions with a view to develop fluency,	1. Text comprehension developed by completing reading tasks based on literary texts

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	<p>f. Analysis of sample essays and essay writing</p> <p>2. La inmigración, el racismo y la convivencia– to discuss issues with immigration, racism and integration in Spain and Latin America.</p> <p>a. Use of synonyms to vary vocabulary</p> <p>b. Use compound tenses</p> <p>c. Structuring an argument</p>			<p>defend their points of view.</p> <p>Translation tasks of different level – use of Kerboodle materials and authentic documents/ articles.</p>	<p>cultural knowledge as well as to have a better understanding of the role of languages in the workplace.</p> <p>Students have the opportunity to have a session with local professionals who use languages in their workplace.</p>	<p>2. Use of perfect tense</p> <p>3. Vocabulary from the global issues topic in the GCSE specification.</p>
Term 2	<p>1. Jóvenes de hoy, ciudadanos del mañana – the importance of politics in Young people's lives, youth unemployment and popular movements such as strikes, protests as well as trade unions.</p> <p>a. To use a variety of negative expressions</p> <p>b. To talk about trends and data</p> <p>c. To evaluate a variety of data and information</p> <p>2. Monarquías y dictaduras – understand the impact of the civil war and the changes</p>	AO1-4	<p>1. RV & NS</p> <p>2. RV</p>	<p>Listening and reading of authentic material on current affairs related to the topics being studied such as news articles, televised news and programmes as well as music.</p>		<p>1. Vocabulary from the work and future career as well as global issues in the GCSE specification.</p> <p>2. Using a variety of verb tenses in speaking and writing.</p>

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	<p>from monarchy and republic to dictatorship then back to monarchy as well as to be aware of some Latin American dictatorships.</p> <ul style="list-style-type: none"> a. To speak or write about a historical personality b. To use a sequence of tenses <p>3. Revisions for exams</p> <ul style="list-style-type: none"> a. review of all the topics b. focus on speaking tasks c. practice of essay writing on both film and literary text d. translation skills e. Listening and reading skills f. Writing a summary to listening and reading tasks. 			<p>Students to analyse and evaluate statistics and expert research from further reading in their own speaking and writing to support and expand on their own points of view.</p>		
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