

SUBJECT:  
SPANISH



NESTON  
HIGH SCHOOL

KS5 CURRICULUM PLAN  
2020-21

1. TENSES: PRESENT, PRETERITE, NEAR FUTURE, IMPERFECT AND CONDITIONAL.  
2. OPINIONS, JUSTIFICATIONS AND BIG NUMBERS  
3. SER and ESTAR

Key Knowledge Transfer

1. Several tenses including irregular verbs  
2. Awareness of Latin American perspective on all topics  
3. Complex topic vocabulary

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	MEDIA, MODERN SOCIETY	INTERNET, REGIONAL SPAIN	CELEBRITY CULTURE, ART	FESTIVALS AND CINEMA	EQUALITY	ARCHITECTURE AND EQUALITY
<b>Knowledge</b>	<ol style="list-style-type: none"> <li>The media, television and radio</li> <li>The written press</li> <li>Families before and now</li> <li>Marriage and divorce</li> <li>Nouns and adjectives</li> <li>The present tense, all irregulars and stem changes</li> </ol>	<ol style="list-style-type: none"> <li>Cyberspace, internet, addiction and problems</li> <li>The languages of Spain, Spanish gastronomy</li> <li>Preterite tense and irregulars</li> </ol>	<ol style="list-style-type: none"> <li>The influence of musical idols, influencers and YouTubers. Painting.</li> <li>Bullfighting</li> <li>The immediate future, the perfect</li> </ol>	<ol style="list-style-type: none"> <li>The present continuous, gerunds</li> <li>The culture of fame in the cinema</li> <li>Holy Week in Spain</li> <li>The pluperfect</li> </ol>	<ol style="list-style-type: none"> <li>Women's equality</li> <li>The conquest of Peru</li> <li>Frida Kahlo and Diego Rivera</li> <li>The imperfect tense</li> </ol>	<ol style="list-style-type: none"> <li>Future and conditional tenses</li> <li>Feminism and LGBTQ+ values in the Hispanic world</li> <li>Architecture in Spain, from north to south, Arab influence</li> <li>Direct and indirect object pronouns</li> </ol>
<b>Skills</b>	Using the present tense 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 Spanish.	Use the preterite tense with increasing fluency. Applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression.	Using multiple time frames alongside communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies.	Listening and responding to extended passages from a range of different contexts and sources, covering different registers and types in an exclusively Hispanic context.	Reading and responding to a variety of texts including some extended texts from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts	Understanding the main points, gist and detail from spoken and written material. Inferring meaning from complex spoken and written material, including factual and abstract content
<b>Key Vocab</b>	canales, emisoras, monoparental, padres adoptivos, semanal, quincenal	la red social, subir fotos, la adiccion, divorcio, separacion, iglesia, boda, ceremonia, hijos	influencia, peligro, lenguaje inclusivo, ley de igualdad, banderilla, toro, prohibicion, comida, hablado,	jugando, visitando, escribiendo, yendo. Peliculas, premios Goya, cinematografía	el derecho, el sufragio, Incas, Macchu Pichu	lo, la, le, Alhambra, Mezquita de Cordoba,
YEAR 13	SUMMER 2	SUMMER 1	SPRING 2	SPRING 1	AUTUMN 2	AUTUMN 1
TOPIC		LATIN DICTATORSHIPS	FILM/FRANCO IN SPAIN	POLITICS AND ACTIVISM	NOVEL/CULTURAL DIVERSITY	IMMIGRATION
<b>Knowledge</b>		<ol style="list-style-type: none"> <li>Latin American dictatorships</li> <li>Union power</li> <li>Social protests and their effectiveness in Spain and Latin America</li> </ol>	<ol style="list-style-type: none"> <li>Cultural topic: Film: El Laberinto Del Fauno viewing in class, essay writing preparation.</li> <li>Francoism, the monarchy</li> </ol>	<ol style="list-style-type: none"> <li>Lavapiés and modern integration.</li> <li>Activism and apathy in politics</li> <li>Youth unemployment</li> </ol>	<ol style="list-style-type: none"> <li>Novel: Crónica de una muerte anunciada</li> <li>Multiculturalism in schools</li> <li>Racism</li> </ol>	<ol style="list-style-type: none"> <li>Immigration to Spain</li> <li>Illegal immigrants</li> <li>Mexican immigration to the USA</li> <li>Toledo and the city of three cultures</li> </ol>
<b>Skills</b>		Advanced grammar consistently in use. Mixng tenses fluently across speaking and writing. Refining exam technique, particularly summary tasks and essay writing	Using advanced knowledge of cinematography and visual media to critically analyse a film Using advanced vocabulary in essay writing and essay structure	Summarising information from spoken and written sources, reporting key points and subject matter in speech and writing Translating an unseen passage from Spanish into English	Summarising information from spoken and written sources, reporting key points and subject matter in speech and writing. Critical response to aspects such as the structure of the plot, characterisation, and the use of imagery or other stylistic features	Using the subjunctive form in a wide -range of contexts. Assimilating and using information from spoken and written sources, including material from online media
<b>Key Vocab</b>		Madres de la plaza de mayo, robo de niños, Podemos, acampada.	Franquista, escondite, maquis, sexismo, la derecha, la izquierda	Cosmopolita, votar, apatia, seguidores, violencia callejera, esquirol, okupa	Tarde de padres, compadecencia traductor de idiomas.	inmigrante, casa de acogida, mezzquita, el paso del muro