**Spanish A-Level**

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|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Year** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Year 12**Each unit will encompass; Grammatical concepts, practice in all 4 skill areas based on exam style questions. The film ‘Volver’ will be studied and analysed from term 3.  | **1.Los valores tradicionales y modernos**Describe the various types of 21st -century modern Spanish family and how these differ form the past. Explore trends in marriage and understand the situation regarding divorce. Understand the religious history of Spain. **2.El ciberespacio** Discuss positive and/or negative influence of the internet. Consider the influence social networks have on society. | **3.La igualdad de los sexos**Explore the role of women in the workplace and at home. Discuss male chauvinism as well as analysing the role of feminism. Look at the changes to LGBT+ rights – gay marriage in Spain and the Hispanic world. **4.La influencia de los ídolos**Positive and negative impact musicians have on people. How TV/cinema stars have a positive or negative impact on society. What sort of influence do fashion models have on young people.  | **5.La identidad regional en Espana** Describe and discuss Spanish customs and traditions. Explore the similarities and differences of gastronomy in Spain. Explore the various languages that are spoken in Spain and the issues around them. **Works**Begin study of *Volver.* | **6.El Patrimonio cultural** Understand civilisations that contributed to the cultural heritage of Spain. Investigate the pre-Colombian heritage of Latin America. Look at the role of architecture in Spain and discuss diversity in Hispanic music and dance. **Works**Continue with *Volver.* | Consolidation of all themes and content through exam style questions in all skills.Finish film study.  | Mock exams Begin to look at the independent research project for year 13.  |
| **Year 13**Each unit will encompass; Grammatical concepts, practice in all 4 skill areas based on exam style questions. The play ‘la casa de Bernarda Alba’ will be studied alongside ‘El Laberinto del Fauno’ IDP (speaking project) will also be embedded.  | **7.La inmigración**Discuss the positive and negative aspects of immigration. Look at immigration in the Spanish speaking world as well as looking at problems illegal migrants may face. **8. El racismo**Describe and discuss racist and xenophobic attitudes in the Spanish speaking world. Begin to understand and discuss measures to combat racism and their effectiveness. Debate the positives and negatives to the current legislation against racism.  | **9. La convivencia de culturas**Understand and describe the ways cultures integrate in Hispanic society. To then discuss potential issues that could arise around this within education. Analyse the current coexistence of various religions in the Hispanic world. **10. jóvenes de hoy, ciudadanos del mañana**Look at the role of politics in young people’s lives. Begin to understand why their attitude to politics is changing. Analyse the high unemployment rates amongst young people and how it is affecting them. What is the ideal society? | **11. Monarquías y dictaduras** Examine and understand the impact of the civil war and discuss life under Franco’s dictatorship. Look at the changes from monarchy, republic to dictatorship. Begin to examine dictatorships in Latin America; Panama, Chile, and Argentina. ***Works*** Begin study of ***‘La casa de Bernarda Alba’ & ‘El Laberinto del Fauno’*** | **12. Los movimientos populares**Consider and discuss how effective strikes and protests are. Look at the power and role of trade unions. Discuss the 15-M movement in Spain and the Mothers’ of the Plaza de Mayo in Argentina. ***Works*** Continue study of ***‘La casa de Bernarda Alba’ & ‘El Laberinto del Fauno’***  | Consolidation of all themes and content through exam style questions in all skills.***Works*** Continue study of ***‘La casa de Bernarda Alba’***Practice Independent Research project – speaking.  | Final exams.  |