



## Curriculum Map

**Subject: Spanish**

**Year Group: 13**

|                | Autumn 1/Autumn 2   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2                   |
|----------------|---|--|---|--|---|----------------------------|
| <b>Content</b> | <p><b>Theme 1</b><br/>La familia<br/>Actitudes hacia el matrimonio y el divorcio<br/>Las religiones<br/>La influencia de la iglesia católica<br/><b>Grammar 1</b><br/>Use pronouns<br/>Use adverbs</p> <p><b>Theme 2</b><br/>Tradiciones y costumbres<br/>Book study – como Agua Para chocolate<br/><b>Grammar 2</b><br/>Use the present subjunctive of regular verbs</p> | <p><b>Theme 1</b><br/>IRP review<br/>Los jóvenes y su actitud hacia la política: activismo o Apatía<br/>El paro entre los Jóvenes<br/>Su sociedad ideal<br/>El poder de los Sindicatos<br/><b>Grammar 1</b><br/>Use the present Subjunctive<br/>Use imperatives<br/>Use the perfect subjunctive<br/>Use if clauses + pluperfect subjunctive</p> <p><b>Theme 2</b><br/>Study of novel Como agua Para chocolate<br/><b>Grammar 2</b><br/>Straightforward and complex grammatical structures for writing in Paper 2</p> | <p><b>Theme 1</b><br/>Ejemplos de protestas sociales<br/>La influencia de Internet<br/>Los móviles inteligentes en nuestra sociedad<br/><b>Grammar 1</b><br/>Use the passive voice<br/>Use the present and present continuous<br/>Use comparatives and superlatives<br/><i>Ser and estar</i><br/>Use the future and conditional</p> <p><b>Theme 2</b><br/>La evolución de la monarquía en España<br/>Dictadores latinoamericanos<br/><b>Grammar 2</b><br/>Revise<br/>Forming and using the imperfect subjunctive<br/>Use a sequence of tenses</p> | <p><b>Theme 1</b><br/>Las redes sociales: beneficios y peligros<br/>Revision and exam preparation<br/><b>Grammar 1</b><br/>Use the future and conditional</p> <p><b>Theme 2</b><br/>Estrellas en la televisión y en el cine<br/>Los modelos</p> <p>Revision of film and book</p> | <p><b>Theme 1</b><br/>Revision and exam preparation</p> | <p><b>Theme 1 exam</b></p> |
| <b>Skills</b>  | Vary sentence structure to enhance  | Use a variety of negative expressions  | Speak or write about a historical   | Essay writing practice.  | Revision skills   |                            |

|                      | <b>Autumn 1/Autumn 2</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>  | <b>Summer 2</b>   |
|----------------------|--|--|--|---|--|---|
|                      | writing<br>Structure an<br>Argument<br>Improve your listening<br>skills – listening for gist<br>and detail.  | Talk about data and<br>trends<br>Identify correct and<br>incorrect sentences<br>Develop and use a<br>wider vocabulary.<br>Vary sentence<br>structure to enhance<br>speaking. | personality<br>Recognise and use<br>ordinal numbers<br>Read for gist for<br>Comprehension<br>Summarising a factual<br>text<br>Infer meaning<br>from listening and<br>reading | Use mind maps to<br>note my<br>understanding and<br>make links with<br>different characters,<br>themes, context and<br>techniques.<br>Write a summary<br>based on a listening<br>extract<br>Use expressions<br>giving pros and cons<br>Use idiomatic<br>expressions with<br>impersonal verbs  | Essay writing<br>skills<br>Practice<br>listening skills<br>Asking and<br>answering<br>questions for<br>speaking  |   |
| <b>Key questions</b> | What are the main<br>festivities in Spain and<br>their regional<br>variants?<br>Describe the various<br>types of 21st century<br>Spanish family and<br>how these differ from<br>the family model of<br>the past? | What is the impact of<br>trade unions and<br>direct action in the<br>Hispanic world?   | What have been some<br>of the most significant<br>protests in Chile and<br>Argentina? Do social<br>movements lead to<br>social change?                                       | Has social media<br>enhanced the lives<br>of young people or<br>does it have any<br>flaws?<br>How does the<br>context of the film –<br>Spain under Franco<br>after the war<br>influence the<br>portrayal of the<br>characters and the<br>themes of the novel?<br>Analyse the<br>relationship between<br>the character in the<br>film and the novel.<br>What is the impact of<br>the techniques that<br>the writer and<br>director use to tell the<br>story? | Have I<br>understood<br>the essay<br>question?<br>Can I use a<br>variety of<br>language<br>structures to<br>enhance my<br>writing?<br>Are there<br>sentence<br>starters I can<br>learn and use<br>to introduce<br>ideas, analyse<br>and<br>conclude? | What areas<br>of the<br>course do I<br>need to<br>focus on?<br>What<br>strategies<br>am I going<br>to use to<br>improve<br>them?<br>Have I<br>checked<br>my<br>knowledge<br>in timed<br>conditions? |

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|--|---|--|---|---|--|-----------------|
| <b>Assessment</b>                                      | Y13<br>PPE1<br>Paper 1<br>Paper 2 (novel)   | Y13<br>PPE1<br>Paper 3 – speaking cards  | Y13<br>Paper 2<br>Book and film<br>Paper 3<br>IRP   | Y13<br>PPE2<br>Paper 1<br>Paper 2 (novel)<br>Paper 3  | Y13 A Level speaking and Paper 1 and 2 Exams   |                 |
| <b>Literacy/<br/>Numeracy/<br/>SMSC/<br/>Character</b> | Cultural understanding of changing family values, major religions as well as idols and their influence in the Spanish-speaking world. | Cultural understanding of the attitudes of young people towards politics, and youth unemployment. Historical understanding the consequences and impact of dictatorships in the Hispanic world. | The role of new technologies in the Hispanic world. Cultural understanding perspective on the plight for social change and the need for reform in the Hispanic world. Historical understanding on the impact of direct action on social change and political reforms. | Making yourself safe when using social media. The impact of cyber attacks on the economy and society of different countries and cities. | Development of multiple skills including oracy, academic essay writing/ formal register in Spanish. Recalling large chunks of information. |                 |