

Curriculum Map: Spanish Year 13

| | 13_1 Inmigración | 13_2 Racismo | 13_3 Convivencia | 13_4 Política | 13_5 Dictadores | 13_6 Manifestaciones |
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| <p>Content Declarative knowledge 'I Know'</p> | <p>Theme 13.1.1: Positive and negative aspects of immigration Theme 13.1.2: Immigration in Spanish speaking world Theme 13.1.3: Problems that immigrants face</p> <p>Vocab: migration and geographical vocabulary, journalistic language, vary vocabulary using synonyms Grammar: Using present tense and revision of irregular forms, imperfect and preterite uses (irregular forms), compound tenses Loan words (cognates)</p> | <p>Theme 13.2.1: Racist and Xenophobic attitudes Theme 13.2.2: Measures to combat racism Theme 13.2.3: Legislation against racism</p> <p>Vocab: Key journalistic language to describe racist attacks, phrases to express more sophisticated approval or disapproval Grammar: Use of nouns and adjectives, Conditional (perfect) tenses using 'deber' + 'poder', expressing obligation, range of future tenses</p> | <p>Theme 13.3.1: Different ways cultures integrate Theme 13.3.2: Integration in Education Theme 13.3.3: Religious coexistence in Spanish speaking world</p> <p>Vocab: language for describing change, sophisticated time expressions, Grammar: Verbs with prepositions, Direct & indirect object pronouns (Together), forming and using adverbs</p> | <p>Theme 13.4.1: Importance of politics in young people's lives Theme 13.4.2: Youth unemployment Theme 13.5.3: Ideal society</p> <p>Vocab: Key political language, variety of negative expressions, vocabulary about work and unemployment, expressing opinions and evaluations Grammar: Present subjunctive, perfect subjunctive, imperatives (all modes)</p> | <p>Theme 13.5.1: Impact of Spanish Civil War and life under Franco's Dictatorship Theme 13.5.2: Changes from Republic-Dictatorship then Transition to Democracy (El Tejerazo) Theme 13.5.3: Dictatorships in Latin America</p> <p>Vocab: Historical vocabulary, language of poetry, traditional literature, language related to dictatorship machinery, monarchic titles and lexicon surrounding monarchy, Grammar: Preterite and imperfect tense to describe historical events, if clauses using pluperfect subjunctive and conditional perfect, using sequences of sophisticated verb tenses (including subjunctives), numbers to describe years</p> | <p>Theme 13.6.1: Effectiveness of Strikes and Protests Theme 13.6.2: Power of Trades Unions Theme 13.6.3: Examples of Social Protests</p> <p>Vocab: Key vocabulary linked to protests, strikes, policing, riots and unrest, journalistic language, trades unions, Grammar: If clauses, imperfect subjunctive, passive voices (all) including journalistic use (effect of language)</p> |
| <p>Skills Procedural Knowledge 'I know how to'</p> | <p>Read authentic news texts to understand current immigration situation Write a formal letter in Spanish</p> | <p>Discuss and describe racist and xenophobic attitudes in Spanish speaking countries</p> | <p>Vary sentence structures to improve writing Interpret data and charts Structure arguments</p> | <p>understand language from a range of styles, understand different acronyms 'nini, sisi'</p> | <p>Talk about Franco regime, describe the horrors of the Dictatorship and how life was under the 'Generalísimo' Compare different Dictatorships in Spanish speaking countries</p> | <p>Express opinion about effectiveness of strikes and protest in Spanish speaking world, talk about social protests (Argentina – Madres de la plaza de Mayo) 15M in Spain</p> |
| <p>Strategies Conditional Knowledge 'I know when to'</p> | <p>Use the personal 'a'</p> | <p>Use the gerund or infinitive to translate 'ing'</p> | <p>Use prepositions when using two verbs together</p> | <p>Use present or perfect subjunctive</p> | <p>Different tenses in main and subordinate clauses</p> | <p>Use subjunctive in different tenses</p> |

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| Key Questions | Key speaking questions topic by topic: https://docs.google.com/document/d/1rjtJesyLxhz7hS4phGB8WxwyqH6Q7B1-hEKgeff_VQ/edit?usp=sharing | | | | | |
| Assessment topics | End of unit assessments based on AQA exam style | End of unit assessments based on AQA exam style | End of unit assessments based on AQA exam style | End of unit assessments based on AQA exam style | End of unit assessments based on AQA exam style | End of unit assessments based on AQA exam style |
| Cross curricular links/Character Education | Cultural: Current affairs in news | Cultural: School values of tolerance | Cultural: Spanish inquisition | Cultural: Differences in political systems in Spain / UK | Cultural: Historical events, USA intervention in Latin American Coup d'Etat | Cultural: Different protests in parts of Spanish world |
| | <ul style="list-style-type: none"> • Development of resilience, independence, learning how to learn, revise, fail and improve. • Development of curiosity and openness towards a range of cultures and the differences in the structure of the language • Development awareness of links and interconnection between different languages (eg. Derivations from Latin, Greek) | | | | | |

AQA Cultural Topics

We study the following Film and Novel

Film: El laberinto del Fauno – Guillermo Del Toro

Novel: Crónica de una muerte anunciada – Gabriel García Márquez