



Year 12 Spanish – Los valores tradicionales y modernos



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Antes	
This builds on: Family and relationships Using the different past tenses – preterite and imperfect tenses	
This leads to: - Speaking fluently and confidently in Spanish. - Expanding our knowledge of Spanish family structures. - Understanding the changing role of the Catholic church in Spain. - Understanding when and how to use the past tense.	
We will learn: - How to describe the various types of 21st century Spanish family and how these differ from the family model of the past. - Understand trends in marriage and how modern and traditional values differ. - Understand the situation regarding divorce. - Understand the religious history of Spain. - Discuss changes in the influence of the Catholic church.	We will develop/practise skills including: Adjectival agreement with masculine and feminine nouns. Negatives Sophisticated opinions & justified opinions, Comparatives, Opinions Possessive adjectives How to use the imperfect and imperfect continuous tenses Using the preterite tense How to use the preterite and imperfect tenses together Recognising cognates, Know when to use accents Connect nouns with their corresponding verbs
Some of the vocabulary that we will use includes: Family members Relationship nouns Relationship verbs Religious vocabulary	You could learn more about this topic by: Revising key vocabulary with : Level 1 - 1.1 Los cambios en la familia - AQA Spanish Year 1 - Memrise Level 2 - 1.2. Actitudes hacia el matrimonio y el divorcio - AQA Span... - Memrise Level 3 - 1.3. La influencia de la iglesia católica - AQA Spanish Yea... - Memrise 
Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are: Ongoing assessments: Knowledge retrieval quizzes Rapid response quizzes	



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Spaced retrieval quizzes

Summative assessments:

Written assessment



Year 12 Spanish – El ciberespacio



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This builds on:

Social media and mobile technology

Using the different future tenses – simple future and conditional tenses

When to use *ser* and *estar*

This leads to:

- Speaking fluently and confidently in Spanish.
- Expanding our knowledge of the positives and negatives of social media
- Understanding the changing role of mobile technology in modern society
- Being confident in approaching exam-style summary questions

We will learn:

- Discuss the positive and/or negative influence of the Internet.
- Discuss the positive and/or negative effect of smartphones.
- Consider the type of influence social networks have on society.

We will develop/practise skills including:

Using the present and present continuous tenses
Using comparatives and superlatives
Knowing when to use *ser* and *estar*
Using the future and conditional tenses
How to write a summary based on a listening extract
Using expressions
How to give pros and cons
Using idiomatic expressions with impersonal verbs

Some of the vocabulary that we will use includes:

Technology

Mobiles and smartphones

Internet

You could learn more about this topic by:

Revising key vocabulary with :

[Level 5 - 2.1. La influencia de internet - AQA Spanish Year 1 - Memrise](#)

[Level 6 - 2.2. Los móviles inteligentes - AQA Spanish Year 1 - Memrise](#)

[Level 7 - 2.3. Las redes sociales: beneficios y peligros - AQA Spanish Year 1 - Memrise](#)



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Ongoing assessments:

Knowledge retrieval quizzes

Rapid response quizzes

Spaced retrieval quizzes

Summative assessments:



Year 12 Spanish – El ciberespacio



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Written assessment



Year 12 Spanish – La igualdad de los sexos



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This builds on:

The world of work

Different models of families and relationships

Improving translation skills

How to use the perfect tense

This leads to:

- Speaking fluently and confidently in Spanish
- Expanding our knowledge of feminism
- Understanding the changing role of women at work and home
- Understanding the changes in LGBT rights across Spain and Hispanic America

We will learn:

- Discuss women in the world of work
- Study the role of women at home
- Discuss male chauvinism
- Look at the role of feminism
- Understand and talk about changes to LGBT rights
- Discuss gay marriage in Spain and Hispanic America

We will develop/practise skills including:

Using indefinite adjectives and pronouns
Using the perfect tense
Using the pluperfect tense
Use the future perfect tense
Use the conditional perfect tense
How to improve translation skills
How to listen for gist and for detail
Recognising words ending in "-ity"

Some of the vocabulary that we will use includes:

World of work

Home life

Feminism and chauvinism

LGBT rights

LGBT issues

You could learn more about this topic by:

Revising key vocabulary with :

[Level 9 - 3.1. La mujer en el mercado laboral - AQA Spanish Year 1 - Memrise](#)

[Level 10 - 3.2. El machismo y el feminismo - AQA Spanish Year 1 - Memrise](#)

[Level 11 - 3.3. Los derechos de los gays y las personas trans - AQA Sp... - Memrise](#)



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Ongoing assessments:

Knowledge retrieval quizzes

Rapid response quizzes

Spaced retrieval quizzes



Year 12 Spanish – La igualdad de los sexos



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Summative assessments:

Written assessment



Year 12 Spanish – La influencia de los ídolos

This builds on:

Music, TV, Cinema

Freetime activities

Giving opinions

This leads to:

- Speaking and writing fluently and confidently in Spanish
- Having a greater understanding of the positive and negative influences music, TV and film stars have on society.
- Understand the impact of fashion models on young people

We will learn:

- Discuss the positive and/or negative influence singers and musicians have on people.
- Discuss the positive and/or negative effect TV and cinema stars have in our society.
- Consider the type of influence fashion models have on young people.

We will develop/practise skills including:

Using indirect object pronouns
Practising the passive voice
Using direct object pronouns
Using connectives to improve written work
Improving translations into Spanish
Using connectives and other expressions to improve conversation style
How to check your work for mistakes

Some of the vocabulary that we will use includes:

Music and celebrity culture

TV and cinema

Fashion and models

Free time activities

You could learn more about this topic by:

Revising key vocabulary with :

[Level 13 - 4.1. Cantantes y músicos - AQA Spanish Year 1 - Memrise](#)

[Level 14 - 4.2. Estrellas de la tele y el cine - AQA Spanish Year 1 - Memrise](#)

[Level 15 - 4.3. Modelos - AQA Spanish Year 1 - Memrise](#)



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Ongoing assessments:

Knowledge retrieval quizzes

Rapid response quizzes

Spaced retrieval quizzes

Summative assessments:

Written assessment



Year 12 Spanish – La identidad regional en España



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This builds on: Customs and festivals in Spain Food and drink Regional identity	
This leads to: - Speaking and writing fluently and confidently in Spanish - Having a greater understanding of Spanish regional identity across a range of contexts - Being able to confidently use the subjunctive mood	
We will learn: - Describe and discuss Spanish customs and traditions - Discuss similarities and differences in the gastronomy of Spain - Consider the languages that are spoken in Spain and the issues surrounding them	We will develop/practise skills including: Using the present subjunctive of regular verbs Using the perfect tense in the subjunctive Using numerals Improving listening skills Identifying correct and incorrect sentences Filling in gaps on a sheet
Some of the vocabulary that we will use includes: Customs and festivals Food and drink Languages	You could learn more about this topic by: Revising key vocabulary with Level 17 - 5.1. Tradiciones y costumbres - AQA Spanish Year 1 - Memrise Level 18 - 5.2. La gastronomía - AQA Spanish Year 1 - Memrise Level 19 - 5.3 Las lenguas - AQA Spanish Year 1 - Memrise
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Year 12 Spanish – El patrimonio cultural



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This builds on:

Music and dance

Spanish architecture

Cultural legacy of the Romans and Arabs in Spain

This leads to:

- Speaking and writing fluently and confidently in Spanish
- Having a greater understanding of the various civilisations that had an impact on Spanish cultural identity
- Appreciating the diversity of Hispanic music and dance
- Enhancing knowledge of use of the subjunctive mood

We will learn:

- Understand the civilisations that contributed to the cultural heritage of Spain
- Discuss the pre-Colombian heritage of Latin America
- Discuss Spanish and Latin American artists and the role of architecture in Spain
- Understand the diversity of Hispanic music and dance

We will develop/practise skills including:

Using the subjunctive effectively after verbs of emotion, surprise, doubt etc
Understanding how to use demonstrative and possessive adjectives
Using imperatives
Using the Internet to enhance your work
Breaking down comprehension tasks
Recognising irregular endings: nouns ending in *-ma*

Some of the vocabulary that we will use includes:

History and culture

Art and architecture

Music and dance

You could learn more about this topic by:

Revising key vocabulary with

[Level 21 - 6.1.Sitios históricos and civilizaciones prehistor - AQA Sp... - Memrise](#)

[Level 22 - 6.2. Arte y arquitectura - AQA Spanish Year 1 - Memrise](#)

[Level 23 - 6.3. El patrimonio musical y su diversidad - AQA Spanish Ye... - Memrise](#)



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Ongoing assessments:

Knowledge retrieval quizzes

Rapid response quizzes

Spaced retrieval quizzes

Summative assessments:

Written assessment



Year 12 Spanish – La casa de Bernarda Alba

Learning about this topic is important because:

It will enable you to develop your understanding of one of the set texts for A-Level Spanish. Through studying *La casa de Bernarda Alba*, you will be introduced to the study of literature in Spanish for the first time, while exploring key themes such as authority, oppression, gender roles and freedom. This unit will also help you to begin developing the analytical and essay-writing skills required for Paper 2.

This builds on:

- KS3 experience of reading and responding to short texts and describing characters
- GCSE skills in expressing and justifying opinions in speaking and writing
- Basic understanding of different time frames and narrative description
- Initial experience of discussing themes such as family, relationships and society

This leads to:

- More detailed study of *La casa de Bernarda Alba* in Year 13, including deeper analysis of themes and characters
- Development of more sophisticated literary analysis and essay-writing skills
- Ability to construct clear, structured and analytical essays in Spanish
- Greater independence in interpreting and evaluating literary texts

We will learn:

- About the plot, key events and main characters in *La casa de Bernarda Alba*
- About the social and historical context of the play, including the role of women in Spanish society
- About key themes such as authority, repression, honour, freedom and conflict
- How to begin analysing a literary text in Spanish
- How to structure and develop a basic literature essay

We will develop/practise skills including:

- Understanding and analysing characters and themes
- Writing simple analytical paragraphs in Spanish
- Selecting and using evidence from the text
- Structuring a clear and logical essay response
- Expressing and justifying personal interpretations
- Building vocabulary related to literature and analysis
- Participating in discussion about ideas and themes in the play

Some of the vocabulary that we will use includes:

- Literary terms such as personaje, tema, argumento, escena, símbolo, interpretación
- Vocabulary related to authority, control, family, honour and repression
- Phrases for expressing and justifying opinions (en mi opinión, creo que, desde mi punto de vista)
- Structures for analysing and evaluating ideas in Spanish

You could learn more about this topic by:

- Reading summaries and background information about Federico García Lorca and his work
- Watching stage adaptations or extracts of *La casa de Bernarda Alba*
- Exploring online resources about themes and interpretations of the play
- Reading simplified analyses or reviews of the text



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- Speaking activities based on the play
- Short analytical writing tasks
- Introduction to literature essay questions



Year 12 Spanish – Volver

Learning about this topic is important because:

It will enable you to develop your understanding of one of the set films for A-Level Spanish. Through studying *Volver*, you will be introduced to analysing a film in Spanish for the first time, while exploring key themes such as family, memory, identity and the role of women in Spanish society. This unit will also help you to begin developing the analytical and essay-writing skills required for Paper 2.

This builds on:

- KS3 experience of describing people, relationships and simple narratives
- GCSE skills in expressing and justifying opinions about films and social issues
- Basic understanding of different time frames and narrative description
- Initial experience of discussing themes such as family and relationships

This leads to:

- More detailed study of *Volver* in Year 13, including deeper analysis of themes, characters and film techniques
- Development of more sophisticated analytical and essay-writing skills
- Ability to construct clear, structured and analytical essays in Spanish
- Greater independence in interpreting and evaluating films and cultural works

We will learn:

- About the plot, key events and main characters in *Volver*
- About the social and cultural context of the film, including aspects of Spanish society
- About key themes such as family, memory, secrets, identity and the role of women
- How to begin analysing a film in Spanish, including characters and key scenes
- How to structure and develop a basic analytical essay

We will develop/practise skills including:

- Understanding and analysing characters and themes
- Interpreting key scenes and film techniques (music, colour, symbolism)
- Writing simple analytical paragraphs in Spanish
- Selecting and using evidence from the film
- Structuring a clear and logical essay response
- Expressing and justifying personal interpretations
- Participating in discussion about ideas and themes in the film

Some of the vocabulary that we will use includes:

- Film and analytical terms such as personaje, escena, tema, simbolismo, director, interpretación
- Vocabulary related to family, emotions, memory and identity
- Phrases for expressing and justifying opinions (en mi opinión, creo que, desde mi punto de vista)
- Structures for analysing and evaluating ideas in Spanish

You could learn more about this topic by:

- Watching *Volver* again with Spanish subtitles
- Exploring background information about Pedro Almodóvar and his films
- Reading reviews or simplified analyses of the film
- Watching interviews or clips related to the film



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- Speaking activities based on the film
- Short analytical writing tasks
- Introduction to film essay questions



Year 12 Spanish – Independent Research Project



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Learning about this topic is important because:

It will enable you to develop the skills needed to complete the Individual Research Project (IRP) for A-Level Spanish. Through this unit, you will learn how to research a topic independently, organise your ideas and present them clearly in spoken Spanish. This is a key component of the speaking examination and will help you develop confidence in discussing a topic in depth.

This builds on:

- KS3 experience of presenting simple information and expressing opinions
- GCSE speaking skills, including photo card, role play and general conversation
- Ability to express and justify opinions on familiar topics
- Initial experience of using different time frames in speaking

This leads to:

- Completion of the Individual Research Project in Year 13
- Development of spontaneous speaking and discussion skills
- Ability to present and defend a point of view in extended conversation
- Greater independence in learning and use of the target language

We will learn:

- How to choose and refine a suitable research topic related to the Spanish-speaking world
- How to find and select relevant information from a range of sources
- How to organise and structure a presentation
- How to express and justify opinions clearly in Spanish
- How to respond to questions and develop answers in discussion

We will develop/practise skills including:

- Independent research and note-taking
- Summarising information from written and spoken sources
- Structuring and delivering a clear presentation
- Using a range of vocabulary and grammatical structures accurately
- Responding spontaneously to questions
- Developing confidence in extended speaking

Some of the vocabulary that we will use includes:

- Language for expressing opinions (en mi opinión, creo que, desde mi punto de vista)
- Phrases for developing arguments (por un lado... por otro..., sin embargo, en cambio)
- Topic-specific vocabulary depending on individual research areas
- Structures for justifying and evaluating ideas

You could learn more about this topic by:

- Exploring Spanish-language news websites, podcasts and videos
- Reading articles or watching documentaries related to your chosen topic
- Using revision guides or online resources for A-Level Spanish speaking
- Practising presentations and discussions outside of lessons



Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are:

- Practice presentations of your chosen topic
- Question-and-answer discussions
- Speaking assessments based on IRP-style tasks