**Y12 Spanish Curriculum Progression Map**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1 – Teacher A** | **Term 1 – Teacher B** | **Term 2 – Teacher A** | **Term 2 – Teacher B** | **Term 3 – Teacher A** | **Term 3 – Teacher B** |
| **Dates** | September – December | September – December | January – March | January – March | April - July | April - July |
| **Weeks** | Approximately 14 weeks | Approximately 14 weeks | Approximately 11 weeks | Approximately 11 weeks | Approximately 13 weeks | Approximately 13 weeks |
| **Lessons** | Approximately 42 lessons | Approximately 28 lessons | Approximately 33 lessons | Approximately 22 lessons | Approximately 39 lessons | Approximately 40 lessons |
| **Inset** |  |  |  |  |  |  |
| **Unit Title** | * **GCSE to A-Level transition grammar** * **Social Issues and Trends** – valores tradicionales y modernos/el ciberespacio | * **GCSE to A-Level transition grammar** * **Artistic Culture in the Hispanic World** – La influencia de los ídolos/la identidad regional en España | * **Social Issues and Trends** – el ciberespacio/la igualdad de los derechos * **Play** – La Casa de Bernarda Alba | * **Artistic Culture in the Hispanic World** – La influencia de los ídolos/la identidad regional en España/ el patrimonio cultural | * **Social Issues and Trends** –la igualdad de los derechos * **Developing skills** – essay writing, reading, listening and translation skills | * **IRP** – researching and choosing topics * **Artistic Culture in the Hispanic World** – el patrimonio cultural |
| **Sequence** | * Changes in the family * Attitudes towards marriage and divorce * The influence of the Catholic church | * Music idols and their influences * TV stars, sports stars and models * A new type of fame – social media | * The influence of the internet * New technology – smart phones * Social media * La Casa de Bernarda Alba | * Customs and traditions – Semana Santa * La tauromaquía * Gastronnomy * Regional languages | * Women in the world of work * Womens’ rights * El machismo * LGBT+ rights * Developing skills | * Research skills * Choosing topics * Writing an individual research project |
| **Rationale** | We start off the year ensuring that pupils’ grammar skills are sufficient enough to be able to access the A-Level curriculum.  We continue by looking at the topic of family, as it’s the most accessible to students due to it following on from GCSE.  We use this accessible topic to consolidate grammar knowledge and introduce the key skills needed for reading, listening and translation. | We start off the year ensuring that pupils’ grammar skills are sufficient enough to be able to access the A-Level curriculum.  The topic of artistic culture is and interesting and accessible one due to it following on from GCSE.  We use this accessible topic to consolidate grammar knowledge and introduce the key skills needed for reading, listening and translation. | Grammar and reading, listening and translation skills continue to be developed through this topic.  We start the literary text here as it links into the topic previously taught and gives plenty of time for skills to be developed. | Grammar and reading, listening and translation skills continue to be developed through this topic.  We also look very closely at exam skills. | Grammar and reading, listening and translation skills continue to be developed through this topic.  We also look very closely at exam skills. | The individual research project forms part of the A-Level speaking exam.  Pupils need to be guided into choosing their topic and taught research skills |
| **Key Building Blocks** | **Knowledge of:**  GCSE Grammar  Exam skills  Literary texts | **Knowledge of**:  Exam skills | **Knowledge of:**  Exam skills  Literary texts  Writing an essay | **Knowledge of:**  Exam skills | **Knowledge of:**  Exam skills  Literary texts  Writing an essay | **Knowledge of:**  Exam skills  Speaking skills  Research skills |
| **Retrieval Practices** | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework | Mini whiteboard activities  Low stakes quizzes  Interleaved themes  Self-quizzing homework |
| **Key Skills** | Listening  Speaking  Reading  Writing  Translation | Listening  Speaking  Reading  Writing  Translation | Listening  Speaking  Reading  Writing  Translation | Listening  Speaking  Reading  Writing  Translation | Listening  Speaking  Reading  Writing  Translation | Listening  Speaking  Reading  Writing  Translation |
| **Key terms** | Definite and indefinite  Superlative  Demonstrative  Interrogative  Perfect tense  Pluperfect tense  Object pronouns  Relative pronouns  Passive voice  Subjunctive | Definite and indefinite  Superlative  Demonstrative  Interrogative  Perfect tense  Pluperfect tense  Object pronouns  Relative pronouns  Passive voice  Subjunctive | Definite and indefinite  Superlative  Demonstrative  Interrogative  Perfect tense  Pluperfect tense  Object pronouns  Relative pronouns  Passive voice  Subjunctive | Definite and indefinite  Superlative  Demonstrative  Interrogative  Perfect tense  Pluperfect tense  Object pronouns  Relative pronouns  Passive voice  Subjunctive | Definite and indefinite  Superlative  Demonstrative  Interrogative  Perfect tense  Pluperfect tense  Object pronouns  Relative pronouns  Passive voice  Subjunctive | Definite and indefinite  Superlative  Demonstrative  Interrogative  Perfect tense  Pluperfect tense  Object pronouns  Relative pronouns  Passive voice  Subjunctive |
| **Numeracy** | Facts, figures and statistics | Facts, figures and statistics | Facts, figures and statistics | Facts, figures and statistics | Facts, figures and statistics | Facts, figures and statistics |
| **Formative Assessment** | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback | Peer & Self-Assessment  Model answer comparison  Low stakes quizzes  Teacher feedback |
| **Summative Assessment** | AP1 exam  Mock exams | AP1 exam  Mock exams | Mock exams | Mock exams | Mock exams | A-Level speaking exam |
| **SMSC & Cultural Capital** | Religion in Spain  Families in Spain | Hispanic artists, musicians, TV stars, sports stars | Spanish play | Spanish culture and traditions  Food  Regional identity | Changes in Spanish society | Pupils will pick a cultural topic they wish to discuss and research it. |
| **Linking curriculum to careers** |  | Influence of famous people |  |  | Women in the world of work |  |