

# Spanish – Y13 Yr 2

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 3 Feb- Mar GV	Lessons 1-3	Lessons 4-7	Lessons 7-8	Lessons 9-10	Lessons 11-13	
<b>TOPIC (S)</b>  <b>6 los movimientos populares</b> <b>dosier de literature</b> <b>dosier de cine</b> <b>revision and exam skills</b>	<b>Objective:</b> Ejemplos de protestas sociales: Consider and discuss the 15M movement and the mothers of the Plaza de Mayo in Argentina	<b>Objective:</b> review and assessment of unit 6 speaking exam and writing revision of topics	<b>Objective:</b> La Casa de Bernarda Alba revision of text and theme <b>Dosier de literatura</b>	<b>Objective:</b> Dossier de cine Volver individual research project	<b>Objective</b> review of topics and exam skills	
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"><li>Using the passive voice</li><li>Inferring meaning from listening and reading</li><li>Comprehension tasks understanding literary comprehension</li><li>The success criteria of the A2 exam</li><li>Writing skills paper 2</li></ul>					
HALF TERM 4 Feb-Mar LB	Lessons 1-3	Lessons 4-6	Lessons 7-9			
<b>TOPIC (S)</b>  <b>Unit 2 El racism</b> <b>unit 4 jóvenes de hoy, ciudadanos del mañana</b>	<b>Objective :</b> 2.3 la legislación anti-racista look at existing legislation against racism. Discuss possible new legislation.	<b>Objective:</b> Los jóvenes de hoy y su actitud hacia la política: activismo o apatía the importance of politics in young people’s lives	<b>Objective:</b> understand why attitudes of young people are changing today			
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"><li>Using the present subjunctive</li><li>Using a variety of negative expressions</li><li>Use future tenses express obligation</li></ul>					
<b>Assessment / Feedback Opportunities</b>	Exam Q set on LCDBA controlled assessment writing	Listening and reading task scores: reading/ listening Listening las summary tasks	Writing assessment in lesson 90 word summaries	Formative teacher assessment – verbal feedback of performance in speaking	Written assessment of monarchy and social	Written HW assignments IRP first draft

					movements and racism	
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Spanish speaking countries and aspects of society, historical events and social change</li> </ul>					
<b>SMSC / Promoting British Values</b>	<ul style="list-style-type: none"> <li>Looking at systems of government and the role of monarchy vs Republic and dictatorships</li> <li>Social unrest and popular movements in society</li> <li>Racism in society and xenophobia</li> </ul>					
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>The text provides regular, extensive reading through a challenging scheme which has been supplemented with extension and updated articles following the latest developments from articles from the Hispanic press from internet sources</li> <li>Reading for comprehension is a source of focus in unit 5</li> <li>Pupils have research for their independent projects to complete and are encouraged to read widely on these subjects.</li> <li>Pupils have access to a reading for pleasure scheme and are studying a play by Lorca: la Casa de Bernarda Alba</li> </ul>					
<b>Key Vocabulary</b>	Kerboodle- online text vocabulary summary Unit 3 AQA A level book 2					
<b>Digital Literacy</b>	<p>The online text-book can be logged into freely and interactive grammar tasks on each page provide extensive practice.</p> <p>Pupils have a research project to complete and some sources must be digital</p>					
<b>Cross-curricular links</b>	<p>English- Grammatical concepts</p> <p>Maths –repeating patterns in verbs number placement and sequencing / use of logic</p> <p>RS/PD – religious coexistence immigration and prejudice and racism</p> <p>Social studies- protest and popular movements and the effect of trade unions</p>					
<b>Careers</b>	Preparing for next steps after UCAS applications					