

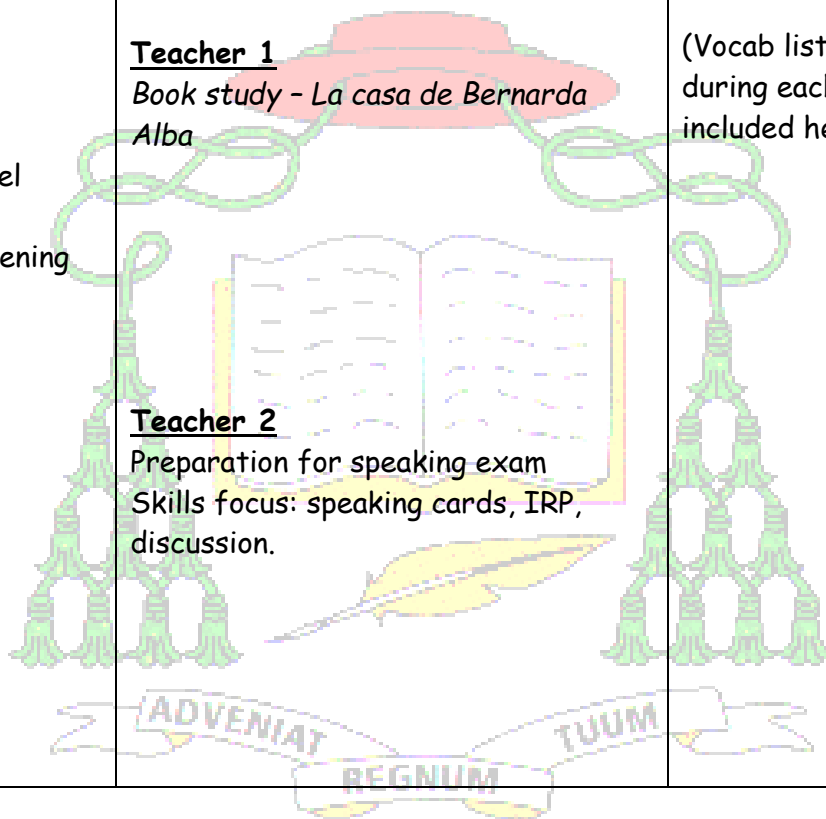
Archbishop Beck Catholic College Long Term Plan for A level Spanish

Year 12 Spanish

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p>Topic Areas to be covered:</p> <p><b>Teacher 1</b>  <i>Cyberspace</i>                      La influencia de Internet, Los móviles inteligentes en nuestra sociedad, Las redes sociales: beneficios y peligros                      Skills focus: present tense, future, conditional tense and subjunctive.</p> <p><b>Teacher 2</b>  <i>Family</i>                      Los cambios en la familia, Actitudes hacia el matrimonio y divorcio, La influencia de la Iglesia Católica.                      Skills focus: Preterit and imperfect tense.</p>	<p>Topic Areas to be covered:</p> <p><b>Teacher 1</b>  <i>Continuation of Cyberspace</i></p> <p><b>Teacher 2</b>  <i>Continuation of Family</i></p> <p><b>AP1 Assessment</b></p>	<p>(Vocab lists will be distributed to students during each topic. Lists are quite long to be included here for whole year.)</p>

Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<p><b><u>Teacher 1</u></b>  <i>Regional Identity</i>            Tradiciones y costumbres, La gastronomía, Las lenguas,            Skills focus: reading skills, speaking cards, grammar focus</p> <p><b><u>Teacher 2</u></b>  <i>Idols</i>            Cantantes y músicos, estrellas de televisión y cine, modelos.            Skills focus: Translation skills, grammar focus and summary skills.</p>	<p><b><u>Teacher 1</u></b>  <i>Cultural Heritage</i>            Sitio históricos y civilizaciones prehispanicas, Arte y arquitectura, el patrimonio musical y su diversidad.            Skills focus: grammar focus and listening skills</p> <p><b><u>Teacher 2</u></b>  <i>Equal Rights</i>            La mujer en el Mercado laboral, El machismo y el feminismo, Los derechos de los gays y las personas transgéneros.            Skills focus: extended opinions, writing skills and pluperfect.</p> <p><b><u>AP2 Assessment</u></b></p>	<p>(Vocab lists will be distributed to students during each topic. Lists are quite long to be included here for whole year.)</p>

Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
<p><b><u>Teacher 1</u></b>  <i>Cultural Heritage</i>            Sitio históricos y civilizaciones prehistóricas, Arte y arquitectura, el patrimonio musical y su diversidad.            Skills focus: grammar focus and listening skills</p> <p><b><u>Teacher 2</u></b>  <i>Current Affairs in Spain</i>            Las noticias, el mundo hispano            Skills focus: summary, listening and reading skills.</p>	<p><b><u>Teacher 1</u></b>  <i>Book study - La casa de Bernarda Alba</i></p> <p><b><u>Teacher 2</u></b>            Preparation for speaking exam            Skills focus: speaking cards, IRP, discussion.</p>	<p>(Vocab lists will be distributed to students during each topic. Lists are quite long to be included here for whole year.)</p>



## Year 12

Wider learning experiences to support this A Level	Learning Characteristics instilled in the curriculum	Career Opportunities
<ul style="list-style-type: none"> <li>• University visits</li> <li>• access to authentic online newspapers</li> <li>• Access to authentic online audio</li> <li>• Spanish articles.</li> <li>• Invitation to school trip to Spain.</li> </ul>	<p><b>Confidence</b> Use of consolidations to revisit prior learning and allow to students to feel open to making mistakes. Encourage a positive atmosphere in the room that allows students to use the language as openly as possible.</p> <p><b>Positive</b> High expectations in presentation of exercise books and weekly homework. Use of mark schemes and model answers to guide students towards top grades. Lots of encouragement from staff when speaking the TL with students that they are capable to use the TL to communicate and learn.</p> <p><b>Resilience</b> Learners are challenged from the word go with high expectations of presentation and work ethic. Students are set rigorous internal assessments to prepare them adequately for the external exams.</p>	<ul style="list-style-type: none"> <li>• MFL careers week</li> <li>• Work experience</li> <li>• University visits</li> </ul>

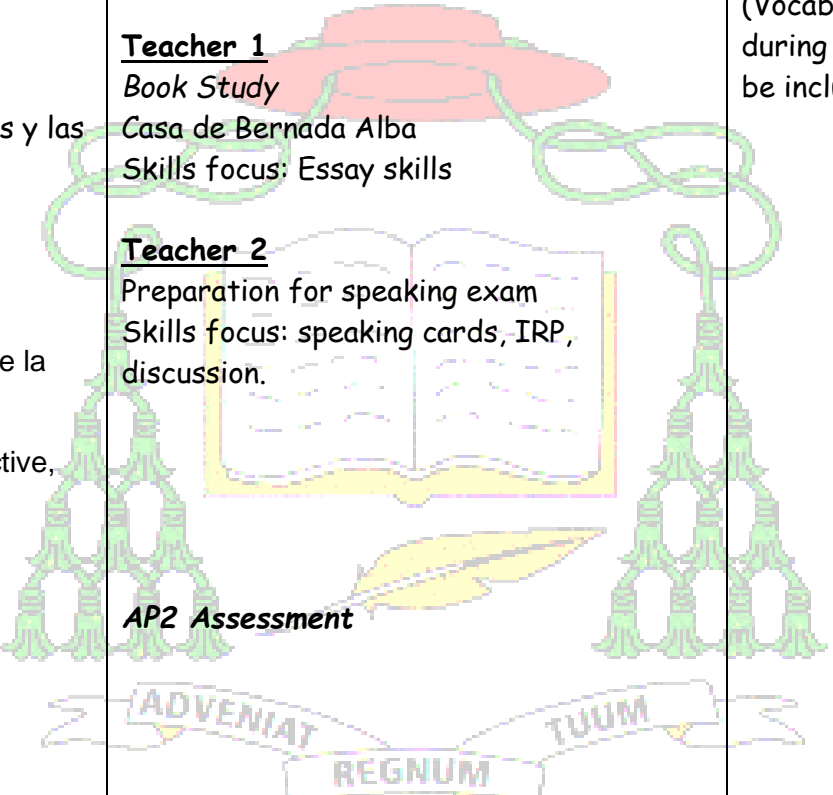
### Metacognition Methods applied in Teaching

- Consolidation exercise at the beginning of every lesson to revisit prior learning.
- Give sufficient thinking time during discussions.
- Split topics into appropriate chunks depending on student ability to reduce cognitive overload.
- Variation of teaching styles
- Discussion of answers and the various approaches to exam style questions to find the most successful method.
- Modelling of extended questions
- Independent learning tasks.

Archbishop Beck Catholic College Long Term Plan for Spanish

Year 13

Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p><b><u>Teacher 1</u></b>  <i>Racism</i>                      Las actitudes racistas y xenóforas, las medidas contra el racismo, la legislación anti-racista                      Skills focus: use of nouns and adjectives, conditional tense, future tenses and the gerund.</p> <p><b><u>Teacher 2</u></b>  <i>Immigration</i>                      Los beneficios y los aspectos negativos, la inmigración en el mundo hispánico, los indocumentados - problemas                      Skills focus: present tense, imperfect tense, preterit tenses, compound tenses</p>	<p><b><u>Teacher 1</u></b>  <i>Young people of today</i>                      Los jóvenes y su actitud hacia la política: activismo o apatia, el paro entre los jóvenes, su sociedad ideal</p> <p><b><u>Teacher 2</u></b>  <i>Co-existence</i>                      La convivencia de culturas, la educación, las religiones.                      Skills focus: prepositions, direct and indirect object pronouns, adverbs</p> <p><b>AP1 Assessment</b></p>	<p><b>Key Vocabulary/Reading Opportunities</b>                      (Vocab lists will be distributed to students during each topic. Lists are quite long to be included here for whole year.)</p>

Spring Half Term 3	Half Term 4	Key Vocabulary/Reading Opportunities
<p><b><u>Teacher 1</u></b>  <i>Social Movements</i>            La efectividad de las manifestaciones y las huelgas, el poder de los sindicatos, ejemplos de protestas sociales.</p> <p><b><u>Teacher 2</u></b>  <i>Monarchy and Dictators</i>            La dictadura de Franco, la evolución de la monarquía en España, dictadores Latinoamericanos.            Skills focus: preterit, imperfect subjunctive, sequence of tenses.</p>	 <p><b><u>Teacher 1</u></b>  <i>Book Study</i>            Casa de Bernada Alba            Skills focus: Essay skills</p> <p><b><u>Teacher 2</u></b>            Preparation for speaking exam            Skills focus: speaking cards, IRP, discussion.</p> <p><b>AP2 Assessment</b></p>	<p>(Vocab lists will be distributed to students during each topic. Lists are quite long to be included here for whole year.)</p>
Summer Half Term 5	Half Term 6	Key Vocabulary/Reading Opportunities
<p><b><u>All Teachers</u></b>            Exam skills and past papers</p>	<p>External exams</p>	<p>(Vocab lists will be distributed to students during each topic. Lists are quite long to be included here for whole year.)</p>

## Year 13 Spanish

<b>Wider learning experiences to support this A Level</b>	<b>Learning Characteristics instilled in the curriculum</b>	<b>Career Opportunities</b>
<ul style="list-style-type: none"> <li>• University visits</li> <li>• access to authentic online newspapers</li> <li>• Access to authentic online audio</li> <li>• Spanish articles.</li> <li>• Invitation to school trip to Spain.</li> </ul>	<p><b>Confidence</b> Use of consolidations to revisit prior learning and allow to students to feel open to making mistakes. Encourage a positive atmosphere in the room that allows students to use the language as openly as possible.</p> <p><b>Positive</b> High expectations in presentation of exercise books and weekly homework. Use of mark schemes and model answers to guide students towards top grades. Lots of encouragement from staff when speaking the TL with students that they are capable to use the TL to communicate and learn.</p> <p><b>Resilience</b> Learners are challenged from the word go with high expectations of presentation and work ethic. Students are set rigorous internal assessments to prepare them adequately for the external exams.</p>	<ul style="list-style-type: none"> <li>• MFL careers week</li> <li>• Work experience</li> <li>• University visits</li> </ul>

### **Metacognition Methods applied in Teaching**

- Consolidation exercise at the beginning of every lesson to revisit prior learning.
- Give sufficient thinking time during discussions.
- Split topics into appropriate chunks depending on student ability to reduce cognitive overload.
- Variation of teaching styles
- Discussion of answers and the various approaches to exam style questions to find the most successful method.

- Modelling of extended questions
- Independent learning tasks.

