Cornwallis Academy
Ambitions for All

SMILE
SUCCESSFUL | MOTIVATED | INSPIRED | LEARNING | EXCITED & ENGAGED

Year 12 Spanish

El ciberespacio

Learning Objectives

Unit 1: La influencia de Internet
Discussing the positive and/or negative influence of the Internet
Using the present and the present continuous

Unit 2: Los móviles inteligentes
Discussing the positive and/or negative effect of smartphones
Using comparatives and superlatives

Unit 3: Las redes sociales: beneficios y peligros
Considering the type of influence social networks have on society
Using the future and conditional

What previous knowledge is required?

Unit 1: La influencia de Internet **Theme 3 topic 2 GCSE content**
Unit 2: Los móviles inteligentes **Theme 3 topic 2 GCSE content**
Unit 3: Las redes sociales: beneficios y peligros **Theme 3 topic 2 GCSE content**

How will this term's content help with future learning?

This unit develops students' ability to discuss contemporary issues relating to technology and digital communication. Students will build on this knowledge throughout the A-level course when expressing and justifying opinions, debating social issues, and completing speaking and writing assessments. The vocabulary and grammatical structures introduced in this unit will be revisited and applied across a range of themes in Year 13.

Common Misconceptions

- Students may assume that the impact of technology is entirely positive or entirely negative, rather than recognising a range of perspectives.
- Students may confuse the use of the present and present continuous tenses when discussing current habits and ongoing actions.
- Students may overuse literal translations from English when expressing opinions about technology and social media.
- Students may struggle to use comparatives and superlatives accurately when evaluating different forms of technology.
- Students may confuse the future and conditional tenses when discussing predictions and hypothetical situations.

National Curriculum / Specification

This unit covers Theme 1: Aspect of Spanish Society – Cyberspace (AQA A-level Spanish), focusing on the influence of the Internet, smartphones and social media.

Los valores tradicionales y modernos

Learning Objectives

Unit 1: Los cambios en la familia
Learning about various types of 21st-century Spanish family and how these differ from the family model of the past
Using the imperfect and imperfect continuous tenses

Unit 2: Actitudes hacia el matrimónio y el divorcio
Learning about trends in marriage and how modern and traditional values differ
Learning about the situation regarding divorce
Using the preterite tense

Unit 3: La influencia de la Iglesia Católica
Learning about the religious history of Spain and changes in the influence of the church
Using the imperfect and preterite tenses together

What previous knowledge is required?

Unit 1: Los cambios en la familia **Theme 1 topic 1 GCSE content**
Unit 2: Actitudes hacia el matrimonio y el divorcio **Theme 1 topic 1 GCSE content**
Unit 3: La influencia de la Iglesia Católica **new content GCSE content**

How will this term's content help with future learning?

This unit develops students' understanding of key aspects of Spanish society and provides essential vocabulary and grammatical structures for future topics. Students will revisit these themes in Year 13 and apply this knowledge in listening, reading, writing and speaking assessments.

Common Misconceptions

- Students may assume that all Spanish families are traditional nuclear families, rather than recognising the variety of modern family structures in Spain.
- Students may confuse traditional attitudes towards marriage with current trends, especially regarding cohabitation, later marriage and divorce.
- Students may assume that divorce has always been widely accepted in Spain, without understanding the historical influence of Francoism and the Catholic Church.
- Students may overgeneralise the influence of the Catholic Church and assume that Spain is still as religiously observant as it was in the past.
- Students may confuse the role of the Catholic Church as a religious institution with its wider historical, political and social influence.
- Students may struggle to distinguish between the imperfect and preterite tenses when describing past habits, changes and completed events.
- Students may use English structures when discussing statistics and trends, for example translating “has increased/decreased” too literally.

National Curriculum / Specification

This unit covers Theme 1: Aspects of Hispanic Society – Modern and Traditional Values (AQA A-level Spanish), focusing on changes in family life, marriage and divorce, and the influence of the Catholic Church.

La igualdad de los sexos

Learning Objectives

Unit 1: La mujer en el mercado laboral
Discussing women in the world of work and studying the role of women at home
Using indefinite adjectives and pronouns

Unit 2: El machismo y el feminismo
Discussing male chauvism and looking at the role of feminism
Using the perfect and pluperfect tense

Unit 3: Los derechos de los gays y las personas transgénero
Understanding changes to LGBT rights
Discussing gay marriage in Spain and the Hispanic world
Using the future perfect and the conditional perfect

What previous knowledge is required?

Unit 1: La mujer en el mercado laboral **Theme 1 topic 3 GCSE content**
Unit 2: El machismo y el feminismo **new content**
Unit 3: Los derechos de los gays y las personas transgénero **new content**

How will this term's content help with future learning?

This unit develops students' understanding of equality and diversity in the Hispanic world and provides essential vocabulary and grammatical structures for future topics. Students will revisit these themes in Year 13 and apply this knowledge in listening, reading, writing and speaking assessments.

Common Misconceptions

- Students may assume that gender equality has been fully achieved across Spain and the Hispanic world.
- Students may oversimplify the concepts of feminism and machismo, viewing them as direct opposites rather than complex social issues.
- Students may generalise attitudes towards LGBT rights across all Spanish-speaking countries, without recognising cultural and legal differences.
- Students may confuse the use of the perfect and pluperfect tenses when referring to past events and experiences.
- Students may struggle to distinguish between the future perfect and conditional perfect when discussing hypothetical situations or future outcomes.

National Curriculum / Specification

This unit covers Theme 1 Aspects of Hispanic Society – Equal rights (AQA A-level Spanish), focusing on gender equality, women in the workplace, feminism, machismo and LGBT rights.

La identidad regional

Learning Objectives

Unit 1: Tradiciones y costumbres
Describing and discussing Spanish customs and traditions
Using the present subjunctive of regular verbs

Unit 2: La gastronomía
Discussing similarities and differences in the gastronomy of Spain
Using the perfect tense in the subjunctive

Unit 3: Las lenguas
Considering the languages that are spoken in Spain and the issues surrounding them

What previous knowledge is required?

Unit 1: Tradiciones y costumbres **Theme 2 topic 2 GCSE content**
Unit 2: La gastronomía **Theme 2 topic 2 GCSE content; Year 7 Term 6 Unit 1; Year 8 Term 3 Unit 1-5**
Unit 3: Las lenguas **Theme 3 topic 1 GSCE content**

How will this term's content help with future learning?

This unit develops students' understanding of regional identity in Spain and provides essential vocabulary and grammatical structures for future topics. Students will revisit these themes in Year 13 and apply this knowledge in listening, reading, writing and speaking assessments.

Common Misconceptions

- Students may assume that Spain is culturally and linguistically homogeneous, rather than recognising its regional diversity.
- Students may believe that everyone in Spain speaks only Spanish, without understanding the importance of co-official languages such as Catalan, Basque and Galician.
- Students may generalise Spanish traditions and gastronomy without recognising regional differences.
- Students may confuse customs and traditions that are specific to one region with those that are celebrated across the whole of Spain.
- Students may struggle to use the present subjunctive accurately after expressions of opinion, emotion and doubt.

- Students may confuse the perfect tense with the perfect subjunctive when discussing recent events or experiences.

National Curriculum / Specification

This unit covers Theme 2: Artistic Culture in the Hispanic World – Spanish regional identity (AQA A-level Spanish), focusing on traditions and customs, gastronomy and regional languages.

La patrimonio cultural

Learning Objectives

Unit 1: Sitios históricos y civilizaciones prehispánicas
Understanding civilisations that contributed to the cultural heritage of Spain
Discussing the pre-Columbian heritage of Latin America
Using the subjunctive

Unit 2: Arte y arquitectura
Discussing Spanish and Latin American artist and the role of architecture in Spain

Unit 3: El patrimonio musical y su diversidad
Understanding the diversity of Hispanic music and dance
Using imperatives

What previous knowledge is required?

Unit 1: Sitios históricos y civilizaciones prehispánicas **new content**
Unit 2: Arte y arquitectura **new content**
Unit 3: El patrimonio musical y su diversidad **Theme 2 Topic 1 GSCE content; Year 8 Term 2 Unit 2**

How will this term's content help with future learning?

This unit develops students' understanding of the cultural heritage of Spain and the Hispanic world and provides essential vocabulary and grammatical structures for future topics. Students will revisit these themes in Year 13 and apply this knowledge in listening, reading, writing and speaking assessments.

Common Misconceptions

- Students may assume that Spain and Latin America share the same cultural heritage, without recognising the diversity of historical influences across the Hispanic world.
- Students may believe that Hispanic culture is limited to Spain, overlooking the contributions of Latin American civilisations, artists and musicians.
- Students may confuse historical sites with modern landmarks and struggle to recognise their cultural significance.
- Students may assume that Hispanic music is limited to flamenco, without appreciating the diversity of musical styles and traditions across Spanish-speaking countries.
- Students may struggle to use the subjunctive accurately after expressions requiring it.
- Students may confuse affirmative and negative imperatives when giving advice or recommendations.

National Curriculum / Specification

This unit covers Theme 2: Artistic Culture in the Hispanic World – Cultural Heritage (AQA A-level Spanish), focusing on historical sites, pre-Hispanic civilisations, art, architecture, music and dance.

La influencia de los ídolos

Learning Objectives

Unit 1: Cantantes y músicos
Discussing the positive and/or negative influence singers and musicians have on people
Using indirect object pronouns

Unit 2: Estrella de televisión y cine
Discussing the positive and/or negative effect TV and cinema stars have in our society

Using the passive voice

Unit 3: Modelos
Considering the type of influence fashion models have on young people
Using direct object pronouns

What previous knowledge is required?

Unit 1: Cantantes y músicos **Theme 2 Topic 3 GCSE content**
Unit 2: Estrella de televisión y cine **Theme 2 Topic 3 GCSE content**
Unit 3: Modelos **Theme 2 Topic 3 GCSE content**

How will this term's content help with future learning?

This unit develops students' understanding of the influence of public figures in the Hispanic world and provides essential vocabulary and grammatical structures for future topics. Students will revisit these themes in Year 13 and apply this knowledge in listening, reading, writing and speaking assessments

Common Misconceptions

- Students may assume that celebrities only have a positive or negative influence, rather than recognising the complexity of their impact on society.
- Students may generalise the influence of public figures without considering differences between singers, actors and fashion models.
- Students may confuse fame with positive role models, assuming that all well-known figures have a beneficial influence.
- Students may struggle to use direct and indirect object pronouns accurately, particularly distinguishing between **lo/la/los/las** and **le/les**.
- Students may find the passive voice difficult, often translating directly from English rather than using natural Spanish structures.

National Curriculum / Specification

This unit covers Theme 2: Artistic Culture in the Hispanic World – Modern day idols (AQA A-level Spanish), focusing on the influence of singers, musicians, television and film stars, and fashion models.