**Knowledge Organiser – Year 13 Spanish Half term 3**

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| **Topic/Content** | **Sub topics** | | **Possible Homework** | **Assessment** | **Key Vocabulary**  **Grammar** | **Key Facts** | **Stretch & Challenge (Thirst for Learning)** | |
| Su sociedad ideal: ¿una quimera? | The ideal society  Impersonal verbs | | Writing – extended answers to questions topics 10-12  Vocab tests  Translation practice – Dynamic learning  **Kerboodle – Listening practice**  **Writing – extensive essay practice** | Bi weekly vocab tests  Speaking questions –practice of extended writing  Essay writing – in exam conditions  Beginning of January– submit final version of IRP in totality for one-to-one speaking practice. | Impersonal verbs  Subordinating conjunctions  Imperative  Object pronouns  More subjunctive – concesión, emotion, possibility/probability, necessity | Understanding the political system in Spain and the impact of trade unions.  Young people’s political opinions in Spain and the effects of strikes and demonstrations.  Developing knowledge of the Spanish education system and how different cultures coexist. | Application of advanced grammar and vocabulary onto extended pieces of writing and speaking  Book discussion – students are invited to read different critical analysis of book and explain their own interpretations  . |
| La efectividad de las manifestaciones | Strikes and demonstrations  Subordinating conjunctions | |
| Los jóvenes y la política: ¿activismo o apatía? | Young people and politics | |
| Convivencia e integración en los centros escolares | Integration in the Spanish education system | |
| Las legislaciones antirracistas en el mundo hispano | Antiracism law in the Hispanic world | |
| La gastronomía | | Food |  |  |