

Subject Curriculum Map:

Year 11

2024-25

Exam Board & Assessment Method: AQA – Foundation and Higher assessments

Curriculum Intent: To build skills and use prior knowledge taught in Year 10 and develop listening, reading, speaking and writing skills of topics required for GCSE but not necessary available in textbooks. To widen students' language skills (not only in listening, reading, speaking and writing but also cultural, historical, gastronomical skills; to develop students' knowledge of Spanish and Spanish heritages). To develop fundamental British values such as ART: Accept, Respect and Tolerate. To ensure that social, cultural, moral and spiritual values are respected within the learning of languages. To reinforce previous learning and extend it in order to reach full potential at the time of GCSE examinations

Curriculum Implementation: There is 1 Year 11 Spanish groups and therefore this is a mixed ability group. Students benefit from 5 hours of Spanish per fortnight. Homework is used to consolidate learning and to challenge more able students with extension worksheets/tasks; Teachers use a range of methods to help students learn such as ANACONDA to ensure that students include all necessary elements in speaking and writing, DOCTOR and PLACE to learn the uses of SER and ESTAR, songs to remember irregular verbs and verb endings, etc. We implement and insist on teaching communication strategies for our students to be able to understand the language when facing an unknown word or unpredicted situation (learn to use common patterns in Spanish, e.g. –ito/illo endings for something smaller: casa (house) > casita (a small house)/ un poco (a bit)> un poquito (a little bit). The vast majority of work is differentiated to support/stretch students and the seating plan is established to encourage students to work with either same ability or different ability. All lessons in Y11 start with a starter activity, which challenges numeracy and/or literacy skills. Students are encouraged to attend revision/homework club for extra support when needed.

In year 11 more emphasis will be put on past papers practice and preparation towards examinations

Curriculum Impact: To encourage students to speak in the target language and to have full awareness of different cultural and linguistic aspects with the final aim at successful GCSE and also to feel successful within languages and to realise that they can communicate with Spanish nationals/ Spanish speaking people. For students to have evidence that they can progress on a challenging and academic subject by producing constant work and being determined. Year 11 curriculum covers a third of the GCSE topics necessary to be successful and to reach a high level in grammar and manipulation of the language. Extra-curricular activities develop opportunities to view the foreign language through other subjects and to start developing a great interest in Spanish, whether it is linguistic, cultural or for professional ambitions.

Year 2024/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes, Concepts & Ideas	<p>Revision: Key vocabulary and key regular and irregular verbs with various tenses (present, present continuous, preterit, perfect and imperfect tenses)</p> <p>Revise opinión phrases</p>	<p>Global issues- environment, poverty and homelessness</p> <p>to be able to identify environmental concerns in your area and suggest solutions. Also to talk about worldwide catastrophes.</p> <p>Transition – What kind of</p>	<p>Travel and tourism. Holidays and travel – Regions of Spain.</p> <p>To talk about past present and future holidays and also specific regions in Spain of touristic interests.</p> <p>Transition – Differences between</p>	<p>My Studies – Life at school and college</p> <p>To be able to talk and understand about daily life at school including subjects, routines, teachers and school installations. Also more specific school issues such as bullying and rules.</p>	<p>Education Post-16. Jobs, Career Choice and Ambition</p> <p>To be able to understand and talk about the different options for post-16 education as well as career.</p> <p>To be able to apply for jobs in Spanish and talk about what the ideal job should be.</p>	Exams

	<p>Revise how to balance opinions and arguments (por un lado... por otro lado.../las ventajas son... pero las desventajas son... Lo bueno es que ... lo malo es que...)</p> <p>Healthy and Unhealthy living</p> <p>To be able to do and talk about your choices when it comes to lifestyle.</p> <p>Transition – how eating healthily can protect our environment (organic products, etc.)</p>	<p>catastrophes tourists can face while on holiday.</p> <p>Eg. <i>Me gustaría visitar Japón, pero me dan miedo los terremotos</i></p>	<p>schools in Spain and UK</p> <p>Eg. <i>En España, tienen 10 semanas de vacaciones en el verano, pero solamente tenemos seis en el Reino Unido</i></p>	<p>Revision of all themes with special emphasis on speaking in order to prepare Speaking GCSE</p> <p>Transition – natural progression as future plans lead onto the career unit.</p>	<p>Reading, listening and writing past paper practise</p>	
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<p>Knowledge and understanding</p>	<p>Expressions with "Tener"</p> <p>Using negative words.</p> <p>Revising the present tense.</p> <p>Recognising different tenses</p> <p>"Mejor que"</p> <p>"Peor que"</p>	<p>Using "Me preocupa(n) ad similar expressions.</p> <p>Using "If" sentences</p> <p>Algo/alguien</p> <p>Reflexive constructions other than "Se puede" (Eg. Se debe) + infinitive.</p> <p>The pluperfect tense.</p> <p>3rd person singular common verbs.</p> <p>Negative expressions</p>	<p>Talking about the weather in the present and in the past.</p> <p>Using expressions of sequence</p> <p>Exclamations using the subjunctive</p> <p>Adverbs of place.</p> <p>Using the points of the compass</p> <p>Using ESTAR + past participle</p> <p>Words to use when giving opposite views.</p>	<p>Revision of comparatives and superlatives.</p> <p>Understand and apply the difference between formal and informal forms in Spanish (Tú vs Usted)</p> <p>Revision of clothes and colours</p> <p>Using the imperative and revise the perfect tense.</p> <p>Using quantifiers and intensifiers (poco, mucho etc...)</p> <p>Structures involving obligation and prohibition (hay que, tener que,</p>	<p>Revising "si" clauses.</p> <p>Using "lo" & "lo que" with adjective</p> <p>Review the conditional and use "Quisiera"</p> <p>Other verbs and structures of planning and wanting (eg. <i>Tengo la intención de</i>)</p> <p>Revision of adjectives.</p>	<p>Exam techniques across the 3 skills left – Reading, writing and listening.</p> <p>Consolidation of "shiny structures" in order to speak and write to impress.</p> <p>Past paper practise.</p> <p>Last points of revision.</p>
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				se debe) + Infinitive.		
Subject specific skills	<p>Listening for different tenses.</p> <p>Speaking and writing – Transferring language.</p> <p>Reading – Approaching language in reading texts. Learning vocabulary.</p>	<p>Listening and reading – spotting positive and negative expressions. Recognising word families.</p> <p>Speaking and writing – Making use of word families.</p> <p>Using prefixes</p> <p>Using exclamations.</p>	<p>Listening and Speaking – Preparing a conversation topic.</p> <p>Writing and Speaking – showing off the language you know</p> <p>Writing – conveying meaning while translating.</p> <p>Reading – Learning verbs.</p>	<p>Listening: to recognise topic- related vocabulary. From simple words to more complex ideas.</p> <p>Speaking: to use structures learnt in the past as well as new ones in order to express oneself around the theme of school and relevant issues.</p> <p>Reading: to use printed material and answer comprehension questions involving descriptions, opinions around the theme of school.</p>	<p>Learning common suffixes</p> <p>Making deductions in reading and listening</p> <p>Using advanced language to impress.</p> <p>Listening : to recognise topic- related vocabulary. From simple words to more complex ideas</p> <p>Speaking: to use language for role play around the theme of careers.</p> <p>Reading: to use printed material and answer</p>	<p>Listening – past papers – practice and technique</p> <p>Reading – past papers - practice and technique</p> <p>Writing – Essay technique. How to improve your writing to the AQA required standard</p>

				<p>Writing – to write detailed accounts about own school and make comparisons with the Spanish system</p>	<p>comprehension questions involving descriptions, opinions around the theme of further education and employment.</p> <p>Writing : to be able to use vocabulary and structures to be able to express your career and further education wishes</p> <p>Listening – past papers – practice and technique</p> <p>Reading – past papers - practice and technique</p> <p>Speaking – photocard, role</p>	
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					<p>play and general conversation - practice and technique</p> <p>Writing – Essay technique. How to improve your writing to the AQA required standard</p>	
1.SMSC	<p>Moral – To make the right choices when it comes to lifestyle. To help others</p> <p>Social – to respect oneself.</p> <p>Spiritual – to respect and help the less fortunate</p> <p>Moral – give constructive feedback and</p>	<p>Moral – to raise awareness of environmental issues and reflect on what could be done in the world</p> <p>Cultural – celebrate diversity - awareness of other cultures and where they live and issues related to their surroundings</p> <p>Moral – give constructive feedback and</p>	<p>Spiritual – learn about the surrounding world</p> <p>Cultural – celebrate diversity of cultures and traditions via tourism.</p> <p>Moral – give constructive feedback and reflect on own performance</p>	<p>Cultural – Spanish school system</p> <p>Moral – understand the concepts of rules</p> <p>Spiritual – Respect others</p> <p>Social - cooperation</p>	<p>Social – pair and group work. Give and receive feedback.</p> <p>Moral : Be responsible for your actions</p> <p>Spiritual – reflect and improve.</p>	<p>Social – pair and group work. Give and receive feedback.</p> <p>Moral : Be responsible for your actions</p> <p>Spiritual – reflect and improve.</p>

	reflect on own performance	reflect on own performance Spiritual – to respect and help the less fortunate				
2.Skills For life	Problem solving Critical thinking	Extend knowledge of Human and environmental Geography of Spain and Latin America. Critical thinking Problem solving Effective communication	Self-awareness Problem solving Effective communication Interpersonal relationships	<u>Evaluation</u> of their own work. <u>Critical thinking</u> about surroundings. <u>Problem solving</u> about a familiar environment.	<u>Effective communication</u> to reach objective. <u>Interpersonal relationships</u> <u>Self-awareness</u> about which option is best. <u>Organisation:</u> Check and assess their own revision programme <u>Determination:</u> Consider all the positive elements and move forward to reach even higher marks on individual language skills	<u>Organisation:</u> Check and assess their own revision programme <u>Determination:</u> Consider all the positive elements and move forward to reach even higher marks on individual language skills

<p>3.FBV</p>	<p>Individual liberty.</p> <p>Respect and tolerance against stereotyping.</p>	<p>Respect and tolerance : Against stereotyping, labeling and prejudice</p>	<p>Respect and Tolerance – be aware and accept traditions and beliefs from another country.</p>	<p><u>Democracy</u> – awareness of rights and responsibility.</p> <p><u>Respect and Tolerance</u> : Respecting the values, ideas and beliefs of others whilst not imposing our own others.</p>	<p><u>Democracy</u> – awareness of rights and responsibility.</p> <p><u>Respect and Tolerance</u> : Respecting the values, ideas and beliefs</p> <p><u>Rule of Law</u> – Understand and apply the rules in exam conditions.</p> <p><u>Democracy</u> – accountability</p> <p><u>Individual Liberty</u> : respect and dignity</p>	<p><u>Rule of Law</u> – Understand and apply the rules in exam conditions.</p> <p><u>Democracy</u> – accountability</p> <p><u>Individual Liberty</u> : respect and dignity</p>
<p>Stretch & challenge</p>	<p>Forming and using the gerund</p> <p>Learn some conversation fillers.</p> <p>Expressing agreement and disagreements</p>	<p>The imperfect subjunctive and its use in “If” Clauses</p> <p>Using prefixes</p> <p>Writing and Speaking: consistent range of tenses used in work produced,</p>	<p>Exclamations using the subjunctive.</p> <p>Making use of social and cultural context.</p> <p>Use of “desde hacia”</p> <p>Speaking: To be able to</p>	<p>Using the personal “a” before Direct Object</p> <p>Using “desde hace”</p> <p>Use the negative imperative</p> <p>Speaking – presentation</p>	<p>Using “lo” and “lo que” + adjective.</p> <p>Learn past continuous tense.</p> <p>Using the present subjunctive after expressions of time.</p>	<p>Listening and Reading : Higher past paper practice.</p> <p>Writing - Further guidelines to reach level 7-9 at GCSE.</p> <p>Extra “shiny” structures.</p>

	<p>Writing and Speaking: consistent range of tenses used in work produced, including subjunctive.</p> <p>Speaking – consistent range of tenses used in work produced, including subjunctive. To be able to talk for longer about the matter</p> <p>Writing – to produce a list of advice for healthy living using conditional, subjunctive and phrases used when giving advice.</p>	<p>including subjunctive.</p> <p>Speaking: to deliver speech about environmental concerns and suggest solutions. Consistent range of tenses used in work produced, including subjunctive.</p> <p>Writing Produce a piece of writing about environmental and/or poverty issue in a Spanish speaking country. Consistent range of tenses used in work produced, including subjunctive.</p>	<p>conduct an interview about an account of their holidays, using all tenses.</p> <p>Writing: consistent range of tenses used in work produced, including subjunctive. Make official complaint to hotel in writing, using Spanish correspondence style.</p> <p>Listening : To understand Spanish videos about holiday destinations</p> <p>Reading: to use authentic material to be able to plan a holiday.</p>	<p>about own school and rules as if it was presented to a Spanish school</p> <p>Reading – Read Spanish Literature around the theme of school in Spain and Spanish speaking countries.</p> <p>Listening – listen to extended material such as short videos, documentaries about schooling in Spain</p> <p>Writing – To write a full blog entry about their own school</p>	<p>Using a variety of tenses</p> <p>Using the present subjunctive in hypothetical situations</p> <p>Speaking – conduct full job interview in Spanish.</p> <p>Reading – read authentic material with specific focus on job advertising.</p> <p>Writing – Blog entry offering career and further education advice.</p> <p>Listening – extended vocabulary through audio material</p>	<p>Remind or give a few Spanish expressions only known by local and encourage learners to use them in their writing.</p>
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	<p>Reading: extended reading about aid in Latin America.</p> <p>Listening: listen to short videos made by Native speakers and answer more complex questions.</p>	<p>Reading: Use short articles from the Spanish press and answer questions.</p> <p>Listening: listen to higher recordings that include more complex vocabulary and structures about the issues.</p>				
Key assessment focus, suggested assessments	<p>End point</p> <p>Vocabulary tests</p> <p>End of unit test covering the four skills.</p> <p>Exampro used to have topic-specific exam question</p> <p>Special focus : general</p>	<p>End point</p> <p>Mocks covering assessments in listening, reading and writing</p>	<p>End point</p> <p>Vocabulary tests</p> <p>End of unit test covering the four skills.</p> <p>Exampro used to have topic-specific exam question</p> <p>Special focus</p>	<p>End point</p> <p>Speaking mocks</p> <p>Covering:</p> <p>Role-plays Photo description General conversation</p>	<p>End point</p> <p>Vocabulary tests</p> <p>Assessments covering the 4 skills</p> <p>Writing assessment with special focus on letter writing.</p> <p>Past papers within time frame just like</p>	<p>Past papers exams conditions. Feedback about how to polish their work.</p> <p>Invite to reflect for improvement.</p> <p>Vocabulary and tense tests.</p>

	questions and photo description		How to produce a good quality piece of writing.		in the exams across the range of skills. Invite to reflect for improvement. Vocabulary and tense tests.	
Special events	European Day of languages – Spanish food at the canteen.					
Visits/extra-curricular						
Homework/Independent Learning	GCSEPods General questions Independent reading “La Lupa” Paragraph writing Reading exercises Grammar exercises	GCSEPods General questions Independent reading “La Lupa” Paragraph writing Reading exercises Grammar exercises	GCSEPods Past papers Independent reading “La Lupa” General questions Paragraph writing Reading exercises Grammar exercises	GCSEPods Past papers Independent reading “La Lupa” Learn about Spanish Educational System Vocabulary test Exam preparation	GCSEPods Past papers Independent reading “La Lupa” Vocabulary tests Prepare job interviews Research post 16 education in Spain and	Vocabulary and grammar revision. Essay writing and translation practise as homework

					<p>Spanish Speaking countries Vocabulary and grammar revision.</p> <p>Essay writing practise as homework as well as translation.</p>	
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