

## Year 11 Curriculum Overview [2021-2022]

### Subject – Spanish

| Autumn Term | Knowledge & Understanding  |  |  | Literacy Skills<br><br>Opportunities for developing literacy skills   | Employability Skills<br>[if any]   | Assessment Opportunities |
|-------------|--|--|--|---|--|--------------------------|
|             | Composites   | Components<br><br>[includes understanding of KEY concepts & subject specific vocab]  | Formal Retrieval<br>[if any]   |   |  |                          |
| HT1         | <b>Describing different jobs</b>                                 | <ul style="list-style-type: none"> <li>• Future careers</li> <li>• Part time jobs</li> <li>• What we do at home to earn money</li> <li>• Applying for a job formally</li> </ul>                    | <ul style="list-style-type: none"> <li>• Jobs</li> <li>• Opinions and reasons</li> <li>• Adjectives to describe personality</li> <li>• The preterite tense</li> <li>• Me gustaría</li> </ul> | <ul style="list-style-type: none"> <li>• Writing a formal application letter</li> </ul>   | <ul style="list-style-type: none"> <li>• Discussing topic of different jobs and the world of work</li> </ul>             |                          |
|             | <b>Referring to past work experience</b>                         | <ul style="list-style-type: none"> <li>• Daily tasks in work</li> <li>• Using past tenses together</li> <li>• Giving opinions on what we learnt</li> <li>• Using alternatives for 'and'</li> </ul> | <ul style="list-style-type: none"> <li>• Imperfect and preterite tense</li> <li>• Developed opinions</li> </ul>  | <ul style="list-style-type: none"> <li>• Use of synonyms and extending our opinions to vary our written and spoken Spanish</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion of year 10 work experience and its benefits and downfalls</li> </ul> |                          |
|             | <b>Exploring the benefits of language learning and gap years</b> | <ul style="list-style-type: none"> <li>• Benefits of language learning</li> <li>• Jobs using languages</li> <li>• Gap year options</li> <li>• Using saber or conocer</li> </ul>                    | <ul style="list-style-type: none"> <li>• Numbers and telling the time</li> <li>• Types of travel</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Opportunity to explore careers relating to language learning and</li> </ul>     |                          |

|            |  |   |   |  |   |   |
|------------|--|---|---|--|---|---|
|            |  | <ul style="list-style-type: none"> <li>• Travel options and the 24hr clock</li> <li>• The conditional tense</li> </ul>  |   |  | the benefits it can bring   |   |
|            | <b>Discussing life goals</b>                       | <ul style="list-style-type: none"> <li>• Life choices and options</li> <li>• University, marriage and achievements</li> <li>• Using 'if' clauses (subjunctive – higher)</li> </ul>                        | <ul style="list-style-type: none"> <li>• The future tense</li> </ul>  |  |   |   |
| <b>HT2</b> | <b>Learning how to be environmentally friendly</b> | <ul style="list-style-type: none"> <li>• Actions at home and different types of houses</li> <li>• Local actions</li> <li>• Using se debería</li> </ul>  | <ul style="list-style-type: none"> <li>• Types of houses</li> <li>• Adjectives on house and home</li> </ul>                                 |  | <ul style="list-style-type: none"> <li>• Environmental projects during a gap year</li> </ul>  | <ul style="list-style-type: none"> <li>• Formative Speaking Assessment</li> </ul> |
|            | <b>Discussing global issues</b>                    | <ul style="list-style-type: none"> <li>• Homelessness, poverty and social issues</li> <li>• Natural disasters and wildlife</li> <li>• The superlative</li> <li>• Higher numbers and statistics</li> </ul> | <ul style="list-style-type: none"> <li>• Comparatives</li> <li>• Numbers</li> </ul>   | <ul style="list-style-type: none"> <li>• Higher level debate on global and local issues</li> </ul>   |   |   |
|            | <b>Talking about health and lifestyle</b>          | <ul style="list-style-type: none"> <li>• Using three tenses to discuss lifestyle</li> <li>• Smoking, drugs and alcohol</li> </ul>   | <ul style="list-style-type: none"> <li>• Food</li> <li>• Drink</li> <li>• Sports</li> <li>• Time phrases</li> <li>• Three tenses</li> </ul> |  |   | <ul style="list-style-type: none"> <li>• Faculty Vocabulary test</li> </ul>       |
|            | <b>Discussing international sporting events</b>    | <ul style="list-style-type: none"> <li>• Advantages and disadvantages of international events</li> <li>• Participation and economic impact</li> <li>• Explaining contrasting points of view</li> </ul>    | <ul style="list-style-type: none"> <li>• Three tenses</li> <li>• Developed contrasting opinions</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Writing a piece of work discussing the pros and cons of international events and their impact on society</li> </ul> | <ul style="list-style-type: none"> <li>• Discussing employment opportunities during international events and their economic impact</li> </ul> | <ul style="list-style-type: none"> <li>• Formative Writing Assessment</li> </ul>  |

# Year 11 Curriculum Overview [2021-2022]

## Subject – Spanish

| Spring Term | Knowledge & Understanding                                    |  |  | Literacy Skills<br><br>Opportunities for developing literacy skills  | Employability Skills<br>[if any] | Assessment Opportunities |
|-------------|--|--|--|--|----------------------------------|--------------------------|
|             | Composites   | Components<br><br>[includes understanding of KEY concepts & subject specific vocab]  | Formal Retrieval<br>[if any]   |  |                                  |                          |
| HT3         | <b>Describing daily routine/mealtimes</b>                    | <ul style="list-style-type: none"> <li>• Soler + infinitive</li> <li>• Phrases using tener to express hunger, etc.</li> <li>• Opinions</li> <li>• Sequencers/connectives</li> <li>• Use of a variety of verb forms</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Time</li> <li>• Food</li> <li>• Mealtimes verbs</li> <li>• Reflexive verbs</li> <li>• Frequency phrases</li> <li>• Use of three tenses</li> </ul> | <ul style="list-style-type: none"> <li>• Recognizing unknown vocabulary and using reflexive pronouns</li> </ul>                              |                                  |                          |
|             | <b>Referring to and understanding illnesses and injuries</b> | <ul style="list-style-type: none"> <li>• Body parts and illness vocabulary to describe symptoms</li> <li>• Desde hace/desde to say how long you have felt ill</li> <li>• Giving advice to solve the illness/injury</li> <li>• Use of the verb doler</li> </ul> | <ul style="list-style-type: none"> <li>• Use of estar/ tener</li> </ul>  | <ul style="list-style-type: none"> <li>• Speaking and listening focus</li> <li>• Understanding unknown language in listening work</li> </ul> |                                  |                          |
|             | <b>Describing typical dishes/food</b>                        | <ul style="list-style-type: none"> <li>• Describing typical dishes and their origin</li> <li>• Words for quantities or containers</li> <li>• Phrases to indicate increase/decrease/remain the same</li> <li>• The passive</li> </ul>                           | <ul style="list-style-type: none"> <li>• Food</li> <li>• Preterite/ present tense</li> </ul>   | <ul style="list-style-type: none"> <li>• Describing cultural differences between the Spanish speaking world and the UK</li> </ul>            |                                  |                          |

|            |                                      |  |  |  |   |  |
|------------|--------------------------------------|--|--|--|---|--|
|            | <b>Ordering food in a restaurant</b> | <ul style="list-style-type: none"> <li>• Hold a conversation with a waiter and order food</li> <li>• Using absolute superlatives (-ísimo)</li> <li>• Make a complaint in a restaurant</li> <li>• Use of the past tense to describe a previous visit to a restaurant</li> <li>• Recognise/use irregular verbs in the preterite tense</li> </ul> | <ul style="list-style-type: none"> <li>• Food</li> <li>• Use of used</li> <li>• Present/future tense</li> <li>• Preterite and imperfect tense</li> </ul> | <ul style="list-style-type: none"> <li>• Speaking and listening focus</li> </ul> | <ul style="list-style-type: none"> <li>• Role play activities involving speaking to FL speakers in the environment of a restaurant</li> </ul> |  |
| <b>HT4</b> | <b>Revision of Theme 1 and 2</b>     | <ul style="list-style-type: none"> <li>• My family, friends and relationships</li> </ul>   | <ul style="list-style-type: none"> <li>• Appearance</li> <li>• Personality</li> <li>• How we communicate</li> </ul>                                      |  |   |  |
|            |                                      | <ul style="list-style-type: none"> <li>• My leisure activities</li> </ul>  | <ul style="list-style-type: none"> <li>• Music</li> <li>• Cinema and TV</li> <li>• Sport</li> <li>• Technology and the media</li> </ul>                  |  |   |  |
|            |                                      | <ul style="list-style-type: none"> <li>• My cultural identity</li> </ul>   | <ul style="list-style-type: none"> <li>• Festivals</li> <li>• Food and drink</li> </ul>  |  |   |  |
|            |                                      | <ul style="list-style-type: none"> <li>• Different cities and areas</li> </ul>   | <ul style="list-style-type: none"> <li>• My house and home</li> <li>• My local area</li> <li>• Different cities</li> <li>• Local issues</li> </ul>       |  |   |  |

## Year 11 Curriculum Overview [2021-2022]

### Subject – Spanish

| Summer Term | Knowledge & Understanding |   |   | Literacy Skills<br><br>Opportunities for developing literacy skills | Employability Skills<br>[if any] | Assessment Opportunities |
|-------------|---------------------------|---|---|---|----------------------------------|--------------------------|
|             | Composites                | Components<br><br>[includes understanding of KEY concepts & subject specific vocab] | Formal Retrieval<br>[if any]  |   |                                  |                          |
| HT5         | Revision of theme 2 and 3 | Travel and tourism  | <ul style="list-style-type: none"> <li>• Different styles of holiday</li> <li>• Travel issues</li> </ul>    |   |                                  |                          |
|             |                           | <ul style="list-style-type: none"> <li>• My studies</li> </ul>                      | <ul style="list-style-type: none"> <li>• My life at school</li> <li>• My plans for future study</li> </ul>  |   |                                  |                          |
|             |                           | <ul style="list-style-type: none"> <li>• The world of work</li> </ul>               | <ul style="list-style-type: none"> <li>• Past experience</li> <li>• Future plans and aspirations</li> </ul> |   |                                  |                          |