

Year 11 Spanish Curriculum Sequence

Intent: • To equip pupils with the knowledge and cultural capital they need to succeed in life • To understand and respond to spoken and written texts from native speakers • To be able to communicate independently with native speakers in speech and writing on a wide variety of topics • To develop a sound understanding of phonics, vocabulary and grammar which forms the foundation for A level language learning

HT1 - Holidays	HT2 - A better world for all	HT3 - Your future	HT4-6 - Exam preparation
<p>Why this module?</p> <ul style="list-style-type: none"> . Students will have just come back from the summer holidays so will have relevant experiences to refer to when using the past tense to talk about past holidays, where they went, how they travelled, where they stayed and which activities they did . Students will learn how to describe the weather in both the present and past tense . Students will expand their knowledge of the world around them by investigating different Spanish-speaking holiday destinations and students will use se puede to discuss the activities you can do in each place. . Students will consolidate their knowledge of comparatives to discuss the best modes of transport for travelling to different destinations. . Students will consolidate the knowledge of the superlative to discuss the best ways to celebrate different festivals in Spanish-speaking countries . Students will further expand their cultural knowledge by learning about a variety of festivals held in Spanish speaking countries and learning how they are celebrated . Students will also learn how to use si and hay que to talk about what you must do if you go to one of these festivals . Students will consolidate their knowledge of the past tense further and learn how to use acabar de + infinitive to say something they have just done on a past holiday . Students will also expand their repertoire of opinions phrases to include lo bueno, lo mejor, lo peor, lo malo to talk about what they thought of a past holiday and provide reasons why . Students will further consolidate their knowledge of the imperfect tense to describe where they stayed on holiday . Students will learn how to use suelo + infinitive to say what they tend to do on holiday . Students will also consolidate their knowledge of the preterite , imperfect and near future tenses to be able to discuss holidays in a variety of different time frames 	<p>Why this module?</p> <ul style="list-style-type: none"> . Students will learn to discuss complex and mature topics which impact them and they world around them such as what they can do for their community, climate change, and how to help the environment and human rights issues growing our students into better and more conscientious global citizens. . Students will expand their knowledge of the wider world by learning about a variety of natural wonders in Spanish-speaking countries . Students will learn how to use prepositional pronouns to provide opinions of important sites . Students will learn how to form the imperative to give instructions to encourage people to fight for change around them . Students will also expand their repertoire of impersonal verbs to include vale la pena, basta, falta and hace falta to discuss issues in the world . Students will learn how to use the passive to talk about environmental issues which have been caused by others as well as learning to use the imperfect continuous to describe what people were doing when these actions happened . Students will also learn how to avoid using the passive by using the reflexive pronoun se to discuss what people do to help the environment . Students will also expand their repertoire of negative phrases to include no solo...sino también to communicate negative actions relating to the environment . Students will become more proactive in helping others by discussing solutions to help tackle environmental issues using the present subjunctive to communicate wishes, commands and requests with recomendar, esperar, querer and odiar . Students will learn the phrase se debería to discuss what should and shouldn't be done to help others 	<p>Why this module?</p> <ul style="list-style-type: none"> . Students are about to complete their GCSE exams and leave school and embark upon the next stage in their lives, so it is an ideal time to talk about their plans after leaving school. Furthermore, they have already completed work experience so will be able to approach the topic with real-world experience . Students will explore a variety of different pathways and be inspired by Latino trailblazers and their achievements. To set high expectations for themselves in the future . Students will discuss their plans for the future using a variety of future phrases followed by the infinitive such as espero and tengo ganas de . Students will learn how to use seguir and continuar + present participle to communication what they are going to carry on/continue doing after they leave school . Students will utilise a variety of prepositions which are followed by the infinitive such as para explain why they intend to do a job . Students will use masculine and feminine nouns to express their jobs they and others want to do in the future . Students will learn how to use modal verbs deber, poder, querer, saber and tener que to discuss the important of language learning for your future . Now students are approaching the end of the course they will consolidate their knowledge of a range of different verbs form to be able to talk about themselves and others in a range of tenses and contexts. . Students will also discuss changing in the world of world over the years and draw comparisons. . Students will learn about the impact of AI in the world of work and discuss the different tasks AI can perform using the present subjunctive para que 	<p>Why this module?</p> <ul style="list-style-type: none"> . The course will now have concluded, and all topics and themes taught. We gear the students up for the speaking exam by extensively cover role plays, photo cards and the general conversation questions.

<p>Links to GCSE specification:</p> <ul style="list-style-type: none"> . To consolidate knowledge of phonics and phonemes to be able to use accurate pronunciation and intonation such as to be understood by a native speaker . To deepen knowledge of how language works and enrich vocabulary knowledge from KS3 for students to increase their independent use and understanding of extended language in a wide range of contexts . To develop a sound knowledge of a wide variety of tenses and grammatical concept . To understand a range of spoken and written texts, both bespoke and authentic, by deducing meaning, identifying messages, key points, relevant details and opinions as well as draw inferences in context and be able to respond by organising and presenting relevant details . To accurately translate longer passages into English and the language of study . To develop ability to take part in a short, spontaneous conversation confidently and coherently with native speakers and develop conversations by asking and answering questions on a variety of topics . To produce extended sequences of speech which express and justify own thoughts and points of view on a wide variety of topics confidently and coherently . To respond to unexpected questions or situations and sustain communication by using repair strategies . To understand, use and manipulate language across a range of contexts and for different purposes, appropriate to their age, interests and maturity levels with accuracy and fluency. . To produce extended pieces of writing of varying lengths to convey information on a wide variety of different topics whilst applying and manipulating the learned structures to narrate events, express ideas coherently and confidently referring to past, present and future events . To demonstrate competence in listening, reading, writing and speaking for immediate use and to provide a foundation for A level study and a suitable preparation for higher education or employment . To increase students' cultural capital by building knowledge of other countries and cultures, stepping beyond familiar cultural boundaries and developing new ways of seeing the world to give students the confidence to become global citizen who belong to a multicultural and mutually respectful world 			
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<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Teaching infinitive constructions in Y11 HT3 . Consolidation for tenses in Y11 HT4 . Teaching of impersonal/modal verbs in Y11 HT2 . Teaching of future tense from Y11 HT3 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Teaching impersonal/modal verbs in Y11 HT3 . Teaching future plans in Y11 HT3 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Consolidation of key language and structures ahead of sitting the GCSE exam 	<p>Teaching this topic here supports:</p> <ul style="list-style-type: none"> . Knowledge retrieval . Revision skills
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<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of past holidays in Y8 HT2 . Knowledge of se puede from Y8 HT1 . Knowledge of school trips from Y9 (depth) T1/2 . Knowledge of the near future from Y10 T1 . Knowledge of the imperfect Y10 T3 . Knowledge of the preterite Y10 T2 . Knowledge of infinitive constructions from Y10 T2 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of tenses from Y7, Y8 and Y9 . Knowledge of social issues from Y9 (breadth) T3 . Knowledge of the present continuous from Y9 (depth) T3 . Knowledge of impersonal verbs from Y11 HT1 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Knowledge of jobs from Y9 (breadth) T1 . Students' experiences of work experience . Knowledge of the preterite tense from Y11 HT1 . Knowledge of impersonal/modal verbs from Y11 HT1 . Knowledge of future tense from Y11 T1 	<p>This topic feeds from:</p> <ul style="list-style-type: none"> . Previous knowledge from all units covered in Y9, 10 and the start of Y11.
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