

Year 11 Spanish Curriculum Intent 2024 – 2025

The Essential Crucial Knowledge is to be recapped regularly. Recap and assessment of the Essential Crucial Knowledge is to take place at the beginning of every half term. Please make links with it when teaching topics where applicable.

Crucial Knowledge is on the Topic Sentence Builders – this is the “key language” that all pupils must know.

Term	What? Crucial Knowledge	Why?	How? (Grammar)	Assessment	National Curriculum Links
Term 1.1 Recap of Theme 1 and Healthy Lifestyles September - October	Essential Crucial Knowledge Focus Recap of Theme 1 and Theme 2 <ul style="list-style-type: none"> ○ Family and relationships. ○ Free time ○ Sports ○ Technology ○ Healthy Lifestyles 	Pupils will begin the year by focusing on the Essential Crucial Knowledge and understand the importance of it. Pupils will understand that the ECK is necessary in every aspect of the language. Pupils will also spend some time recapping what they studied in Year 9 and 10. This will allow them to feel prepared and ready to learn new topics	Opinions, verbs, time phrases, connectives, intensifiers, adjectives, people, question words. The verb ser in the present tense. Using quantifiers to add more detail. Adjective agreement	Essential Crucial Knowledge Test. 90 word writing and sentence level translation to assess understanding of crucial knowledge learnt from Y9.	<ul style="list-style-type: none"> ○ To produce accurate pieces of work. ○ To allow pupils to write at varying lengths on different topics. ○ To speak with confidence, fluency and spontaneity. ○ To initiate and develop conversations. ○ Accurate pronunciation and intonation. ○ To communicate for practical purposes.

		once they feel confident with the application of the language learned in previous topics.	<p>Time phrases</p> <p>Reflexive verbs (set phrases in the first and third person to talk about relationships.</p> <p>Using if and when structures to talk about weather.</p> <p>Using para + infinitive to talk about what we use the internet for.</p> <p>All three tenses to talk about free time.</p>		<ul style="list-style-type: none">○ To equip pupils for studying or working abroad.○ Read and understand texts.○ Listen to a variety of forms of spoken language.○ To be able to ask questions.○ How to use grammar spelling and punctuation.
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Term 1.1 Education September - October	¿Qué estudias? (What do you study?) Saying which school subjects you study and when.	Pupils will recap school subjects to be able to describe their timetable using the verb estudiar and aprender in the present tense.	Estudiar and aprender in the present tense. Days of the week	Pupils will complete a Reading and Listening assessment to assess them on the topic of Education.	○
	○ ¿Cuál es tu asignatura favorita? (What is your favourite subject?) Giving your opinion on school subjects.	Pupils will describe which subjects they like and dislike using a range of opinion phrases and adjectives. They will also learn how adjectives change their spelling according to the gender of the noun.	Articles (el/la/los/las) Opinion phrases Adjective agreements Porque es vs porque son.		

	<ul style="list-style-type: none"> ○ ¿Cómo es tu instituto? (What is your school like?) Describing your school and the facilities. 	<p>Pupils will describe the facilities in their school and give their opinion. They will also describe what their ideal school would have and why using conditional tense structures.</p>	<p>Using hay and no hay to describe school facilities.</p> <p>Describing a picture.</p> <p>Giving your opinion on school facilities and using me gustaria/ quisiera.</p>		○
	<ul style="list-style-type: none"> ○ ¿Qué llevas en el cole? (What do you wear at school?) ○ Describing your school uniform. 	<p>Pupils will use se debe + infinitive, and other infinitive structures to describe what their school uniform is like.</p>	<p>Se debe + infinitive Tengo que llevar</p> <p>Word order of adjectives – una falda gris</p>		

	<ul style="list-style-type: none"> ○ ¿Cuales son las normas de tu instituto? (What are your school rules?) ○ Describing school rules. <p>Pupils will practise answering questions for Theme 3 of their General Conversation.</p>	<p>Pupils will use more infinitive structures to talk about school rules.</p>	<p>Infinitive structures:</p> <p>Se debe, hay que, es necesario, tenemos que, está prohibido, es obligatorio...</p>		<ul style="list-style-type: none"> ○
<p>Term 1.2</p> <p>Jobs and Post-16</p> <p>November – December</p>	<ul style="list-style-type: none"> ○ ¿Qué vas a hacer cuando terminas el instituto? (What are you going to do when you finish school?) ○ Talking about options post-16. 	<p>Pupils will use the immediate future and simple future to talk about what they are going to do when they finish school.</p>	<p>The immediate future and the simple future.</p> <p>Using si clauses.</p>	<p>Pupils will be completing their mock GCSE exams – all four skills will be assessed on topics that they have covered so far.</p>	<ul style="list-style-type: none"> ○ Identify and use tenses ○ Use and manipulate a variety of key grammatical structures.

<p>Year 11 Mock Speaking Exams W/C 11th November</p> <p>Year 11 Mock Exams start: 25th November (3 weeks)</p>	<ul style="list-style-type: none"> ○ ¿Qué sería tu trabajo ideal? (What would be your ideal job?) ○ Talking about different jobs. 	<p>Pupils will use the conditional tense to say which job they would like to do in the future.</p>	<p>The conditional tense.</p>		<ul style="list-style-type: none"> ○ Use a wide range of vocabulary and justify opinions. ○ To be able to ask questions. ○ How to use grammar spelling and punctuation. ○ Justifying points of view when speaking and writing. ○ Identify and use tenses. ○ To be able to ask questions. ○ Take part in discussions.
	<ul style="list-style-type: none"> ○ ¿Tienes un trabajo a tiempo parcial? (Do you have a part time job?) ○ Describing part time jobs and responsibilities. 	<p>Pupils will use tengo que + infinitive to describe the duties they have to carry out at their part time job. Pupils will also recycle the conditional tense structures learned in the previous topic to talk about which part time job they would like to do and why.</p>	<p>Tengo que + infinitive</p>		

	<ul style="list-style-type: none"> ○ ¿Dónde hiciste tus prácticas? (Where did you do your work experience?) ○ Describing work experience. <p>GENERAL CONVERSATION THEME 3</p>	<p>Pupils will be able to use a range of tenses in the past to talk about work experience.</p> <p>Pupils will be completing their final Theme in preparation for their final Speaking exam.</p>	<p>Using the preterite and the imperfect to talk about work experience.</p>		
<p>Term 2.1</p> <p>Recap of Where we live and The Environment</p> <p>January - February</p>	<ul style="list-style-type: none"> ○ Recap ○ ¿Dónde vives? ○ ¿Como es tu casa? ○ ¿Como sería tu casa ideal? ○ ¿Qué hay en ti ciudad? ○ ¿Qué se puede hacer? 	<p>Pupils will recap the KS3 topic of Where I live and recapping tenses such as the conditional to describe their ideal home.</p>	<p>Conditional tense</p> <p>Se puede + infinitive</p>	<p>Pupils will complete a Reading and Listening Assessment.</p>	<ul style="list-style-type: none"> ○ To produce accurate pieces of work. ○ To allow pupils to write at varying lengths on different topics. ○ To speak with confidence, fluency and spontaneity.

	<ul style="list-style-type: none"> ○ ¿Qué problemas hay en tu region? (What problems are there in your area?) ○ Talking about local environmental and social issues. 	<p>Pupils will describe the environmental and social issues where they live. They will also describe the positives of where they live highlighting the effect on the local environment.</p>	<p>Using me preocupa</p> <p>Using positive and negative phrases.</p>		<ul style="list-style-type: none"> ○ To initiate and develop conversations. ○ Accurate pronunciation and intonation. ○ To communicate for practical purposes. ○ To equip pupils for studying or working abroad.
	<ul style="list-style-type: none"> ○ ¿Cómo era tu pueblo en el pasado? (What was your town like in the past?) ○ Describing your town in the past. 	<p>Pupils will use the imperfect and the preterite to describe what their town was like in the past.</p>	<p>The imperfect tense and the preterite tense.</p>		

	<ul style="list-style-type: none"> ○ ¿Cuales son los problemas del medioambiente? (What are the problems in the environment?) ○ Talking about environmental issues. 	<p>Pupils will use a range of complex structures to describe what worries them the most about the environment and develop their answers by saying why.</p>	<p>Using a range of complex structures.</p>		
	<ul style="list-style-type: none"> ○ ¿Qué se debería hacer para proteger el medioambiente? (What should we do to protect the environment?) ○ To say what should be done to protect the environment. 	<p>Pupils will use a range of infinitive structures and some may even be able to extend to subjunctive structures to say what should be done to protect the environment.</p>	<p>Se debe, se deberían es necesario, es esencial + infinitive</p> <p>Es importante que reciclemos – subjunctive structures.</p>		

<p>Term 2.2</p> <p>Holidays</p> <p>March – April</p> <p>Final GCSE Speaking Exams</p> <p><i>Mini mocks</i> <i>10th March</i></p>	<ul style="list-style-type: none"> ○ Recap and preparation for Speaking Exams. 	<p>Pupils will recap all topics covered in preparation for their final Speaking exam.</p>		<p>Pupils will complete their mini mocks.</p>	<ul style="list-style-type: none"> ○ To initiate and develop conversations. ○ Accurate pronunciation and intonation. ○ To communicate for practical purposes. ○ Identify and use tenses ○ Use and manipulate a variety of key grammatical structures and patterns. ○ Use a wide range of vocabulary and justify opinions. ○ Take part in discussions.
	<ul style="list-style-type: none"> ○ ¿Adónde vas de vacaciones? Where do you go on holiday? ○ Transport and holiday travel. 	<p>Pupils will use the present tense of ir with tense time phrases to say where they go on holiday.</p> <p>Pupils will also use different prepositions and learn different types of transport to say how they get there.</p>	<p>Present tense of ir.</p> <p>Using ir with prepositions: voy con, en, a...</p>		

	<ul style="list-style-type: none"> ○ ¿Qué actividades haces? (Which activities do you do?) ○ Describing holiday activities 	<p>Pupils will reuse the opinion + infinitive structure to say which activities they like doing when they go on holiday and why. Pupils will also use the verb <i>soler</i> + infinitive to say what they usually do when they are on holiday.</p>	<p><i>Soler</i>+ infinitive.</p> <p>Opinion+ infinitive.</p> <p>Expressions to add more detail.</p>		<ul style="list-style-type: none"> ○ Using grammar, spelling and punctuation. Transcribe words and short sentences that they hear with accuracy.
	<ul style="list-style-type: none"> ○ ¿Qué hiciste en tus últimas vacaciones? (What did you do during your last holidays?) ○ Describing a past holiday. 	<p>Pupils will use the preterite tense to describe what they did during their last holiday.</p>	<p>The preterite tense of regular verbs.</p> <p>The preterite tense of some irregular verbs: <i>fui, fuimos, hice, hicimos.</i></p> <p>Past tense time phrases</p>		

	<ul style="list-style-type: none"> ○ ¿ Adónde vas a ir de vacaciones en el futuro? (Where are you going to go on holiday in the future?) ○ Describing future holiday plans. 	<p>Pupils will apply the immediate future tense to say what their plans are for a future holiday.</p>	<p>The immediate future tense.</p>		○
<p>Term 3.1</p> <p>April – May</p> <p>Recap and Revision</p>	<ul style="list-style-type: none"> ○ Pupils will recap all topics covered in the GCSE in preparation for the rest of their exams. 				○