

Curriculum Overview – Year 11 Spanish

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
<b>Autumn Term 1</b>						
<p><b>VIVA GCSE</b> <b>Module 5</b></p> <p><b>Ciudades</b> Talking about the city</p>	<p>Talking about places in the town.</p> <p>Talking about shops and shopping for souvenirs</p> <p>Describing the features of a region</p> <p>Planning what to do</p> <p>Shopping for clothes and presents</p>	<p>Asking for and understanding directions.</p> <p>Using se puede and se pueden</p> <p>Asking and responding to questions</p> <p>Using the future tense</p> <p>Understand the geography of Spain</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked with personalised feedback. Neater books competition. Regular peer and self-assessment of work.</p>	<p>One piece of homework per week practising a variety of skills. Worksheets/ Textbooks</p>	<p>Appreciation of cultural richness of Spanish-speaking countries and regions worldwide</p> <p>Develop awe for the wideness and richness of the world</p> <p><b>Ursuline values</b> <i>Grateful:</i></p>	<p>Vocabulary of Theme 2: Local, national and international and global areas of interest for GCSE Spanish specification</p>

<p><b>Cultural lesson:</b> <i>European Day of Languages (26<sup>th</sup> September)</i></p>	<p>To participate in a series of activities and competitions celebrating language learning.</p>				<p><b>Dignity in Work</b> Importance of working to achieve a GCSE in an MFL and how the study of Spanish builds a person's general literacy and work ethic. Appreciation of cultural richness of foreign countries Learning about the advantages of studying languages for future careers.</p>	
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**Autumn Term 2**

<p><b>Module 5</b> <i>(Continued)</i></p>	<p>Talking about problems in a town  Describing a visit in the past</p>	<p>Using demonstrative adjectives  Explaining preferences  Using the conditional  Using synonyms and antonyms  Using different tenses together  Recognising and using idioms</p>			<p>Develop a sense of awe for the <b>diversity</b> of the world. <b>United in Harmony.</b> <b>Dignity of God's people</b> Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people. <b>Care for Creation</b></p>	
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<p><b>Module 6</b></p> <p><b>Costumbres</b> Talking about cultural differences</p>	<p>Talking about illnesses and injuries</p> <p>Asking for help at the pharmacy</p> <p>Talking about typical foods</p> <p>Comparing different festivals</p> <p>Describing a special day</p>	<p>Using the passive</p> <p>Avoiding the passive</p> <p>Using question words</p> <p>Using reflexive verbs in the preterite</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores.</p> <p>Regular peer and self-assessment of work.</p> <p>Exercise books marked.</p> <p>End of Module 1 and 2 Assessment marked according to the National Curriculum Levels.</p> <p>Assessment review and target setting for the next one.</p> <p>End of Year target setting.</p>	<p>One piece of homework per week practising a variety of skills.</p> <p>Worksheets/ Textbooks</p>	<p><b>United in Harmony/</b> being <b>grateful</b> for our rituals and customs in our community and other cultures</p> <p><b>Learning about customs in Spain and other Spanish speaking countries.</b></p> <p><b>Contextualising the curriculum with real life examples and visual cultural experiences.</b></p> <p><b>Listening and attentive</b> – students challenged to go beyond customs they are used to and explore different cultures.</p> <p><b>Dignity of God’s people</b> Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people.</p> <p><b>Stewardship</b> – clear reasons as to why empathy is so important.</p>	<p>Vocabulary of <b>Theme 1:</b> Identity for GCSE Spanish specification</p>
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<p><b>Cultural lesson:</b> <i>Christmas in Spain</i></p>	<p>To learn about Spanish Christmas, La noche vieja and the custom of Las Uvas de la Suerte (The lucky grapes for New Year's Eve) and Los Reyes (The Three Kings) on 6<sup>th</sup> January</p>				<p>Learning about Christmas customs in Spain. Contextualising the curriculum with real life examples and visual cultural artefacts and experiences.</p> <p><b>Listening and attentive</b> – students challenged to go beyond customs they are used to and explore different cultures.</p> <p><b>Dignity of God's people</b> Discussions about how all people, no matter what their nationality, and customs are equal in the eyes of God and we should be compassionate towards all people. Stewardship – clear reasons as to why empathy is so important.</p>	
<b>Spring Term 1</b>						
<p><b>Module 6</b> <i>(Continued)</i></p>	<p>Ordering food in a restaurant Talking about typical foods</p>	<p>Using absolute superlative</p>				

<p><b>Module 7</b></p> <p><b>El Trabajo</b> Jobs and employment</p>	<p>Talking about different jobs</p> <p>Discussing job preferences</p> <p>Talking about how you earn money</p> <p>Talking about the importance of learning languages</p>	<p>Using Soler in the imperfect tense</p> <p>Using verbs in different forms</p> <p>Using the present and present continuous</p> <p>Using Saber y Conocer</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked with personalised feedback. Neater book competition. Regular peer and self-assessment of work.</p>	<p>One piece of homework per week practising a variety of skills. Worksheets/ Textbooks</p>		<p>Vocabulary of <b>Theme 3:</b> Current and future study and employment for GCSE Spanish specification</p>
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**Spring Term 2**

<p><b>Module 7</b> <i>(Continued)</i></p>	<p>Discussing plans for the future</p>	<p>Using the subjunctive with cuando</p> <p>Using different ways to express</p>				
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<p><b>Module 8</b></p> <p><b>La Salud y el Medio Ambiente</b> Health and the environment</p>	<p>Considering global issues</p> <p>Talking about the environment</p> <p>Discussing healthy life styles</p>	<p>Using the present subjunctive</p> <p>Understanding different tenses</p> <p>Giving extended reasons</p>	<p>4 skills (<i>Listening/ Speaking/ Reading/ Writing</i>) practised and assessed in every lesson by correction of exercises with instant feedback and scores. Exercise books marked with personalised feedback. Neater book competition. Regular peer and self-assessment of work.</p>	<p>One piece of homework per week practising a variety of skills. Worksheets/ Textbooks</p>	<p>Appreciation of cultural richness of Spanish-speaking countries and regions worldwide</p> <p>Develop awe for the wideness and richness of the world</p> <p><b>Ursuline values</b> <i>Grateful:</i></p>	<p>Vocabulary of <b>Theme 2:</b> Local, national, international and global areas of interest for GCSE Spanish specification</p>
<p><b>SPEAKING EXAM Practice</b></p>	<p>Preparation for GCSE Speaking Exam</p>	<ul style="list-style-type: none"> <li>• Role Plays</li> <li>• Photo Card</li> <li>• General Conversation</li> </ul>				

Summer Term 1

Past Papers

Final exam practice

Past Papers in:

- Listening
- Reading
- Writing

Summer Term 2