MFL Department – Year 11 Spanish

Shirley High Curriculum Map	*All year 11 students are equipped with the necessary knowledge of the last three topics of the GCSE: local area, work and the environment. All previous learning is retrieved and developed until the student has all the required Spanish vocabulary, grammar and exam techniques necessary to succeed in the GCSE exam at the end of the year, giving them the best opportunity to pursue all options in the next phase of their lives.*					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Theme 3: Communication and the world around us Topic: Mi barrio y yo (Módulo 6)	Theme 3: Communication and the world around us Topic: Un mundo mejor para todos (Módulo 7)	Theme 1: People and lifestyle Topic: El futuro te espera (Módulo 8)	Revision and preparation for the speaking exam (worth 25% of the final grade)	Skills work, exam-style practice and further revision	
Why Now?	To consolidate tenses and language from year 10, to narrow learning gaps and to further develop language skills in the topic of. 'Mi barrio'	To build upon previous knowledge of this topic (communication) and to introduce the subjunctive and passive tenses to access top GCSe grades.	-The language and ideas) in this topic include some of the most complex language in the whole of the course and is best suited now, at the end of the course once students have a good grasp of the language. -To complete all content before PPE2.	To address any issues following from PPE2, to narrow any learning gaps before the GCSE exam, to confirm exam tiering. To begin preparation for the speaking exam.	To retrieve and recall knowledge from Year 10 and 11 in preparation for the GCSE exam, and practise further to improve exam technique.	
Fundamental Concepts	- local area - the perfect tense - direct object pronouns - comparisons	- environment - social action - subjunctive following cuando - the passive voice	- careers - future plans - modal verbs - para que + subjunctive	Students prepare for the three different aspects of the speaking exam (role – play, photo card and general questions)	Students undergo a rigorous revision programme, which consolidates learning from the eight GCSE topics.	
Students will be able to…	1. Find out about Colombia and recognise demonstrative adjectives 2. Describe cities, using the perfect tense and prepositions of place 3. Describe how a town/city has changed, comparing now and then in the imperfect tense 4. Describe shopping preferences, using direct object pronouns 5. Give preferences about where to live, using the present subjunctive with cuando and comparisons 6. Talk about their local area using a variety of tenses and describe future plans	1. Find out about natural wonders of Spanish-speaking countries, using pronouns after prepositions 2. Talk about how they help their community, using the imperative and falta/hace falta/vale la pena/basta 3. Talk about climate change, using the passive and the imperfect continuous 4. Talk about actions to help the environment, avoiding the passive and using negatives 5. Talk about solutions to global problems, using the present subjunctive to give opinions 6. Develop comprehension skills and use (no) se debería + infinitive to discuss the future	1. Learn about Latino trailblazers and practise Spanish stress patterns 2. Talk about plans for the future, using seguir/continuar + present participle 3. Talk about getting a job, using possessive pronouns and prepositions followed by the infinitive 4. Talk about future career intentions, using masculine/feminine job nouns and the -dad/-idad suffix 5. Talk about the importance of learning languages, using modal verbs 6. Talk about changes in the world of work; understand more complex texts and listen for percentages 7. Talk about the impact of artificial intelligence, using para que + present subjunctive	1. Prepare their 15 answers for the speaking exam 2. Revise all photocard language 3. Practise role-play tasks 4. Complete DIRT tasks to improve written and spoken work	1. Gain further experience of walk-and-talk mocks and good exam technique 2. Consolidate learning through revision activities and assessment (Repaso de gramática, Módulos 1–8) 3. Complete exam practice papers and questions	
Language for Life (Key terms /Vocabulary)	GCSE Spanish Knowledge Organiser	GCSE Spanish Knowledge Organiser	GCSE Spanish Knowledge Organiser	GCSE Spanish Knowledge Organiser	GCSE Spanish Knowledge Organiser	
Extended writing Opportunities	Write an email/blog describing your local area and comparing it to a Spanish-speaking city	Write an article proposing solutions to an environmental or social problem	Write a job application / personal statement about future career plans			
Maths Across the Curriculum	Comparisons, statistics about towns/cities	Percentages, statistics on climate/environment	Percentages, salaries, times			
Links to careers/ aspirations	Town planning, tourism, retail	Environmental sector, charities, volunteering	All job types; languages in the workplace			
Cultural Capital	Learning about Medellín, Colombia, and comparing towns in the UK and Spanish-speaking countries	Learning about natural wonders and social action projects in Spanish-speaking countries	Learning about Latino trailblazers and the world of work in Spanish-speaking countries			
Practical Application of Skills	Describe your local area to a Spanish exchange partner	Take part in a community or environmental project in a Spanish-speaking country	Apply for a job or work placement in a Spanish-speaking country			