

**Year 11 Curriculum Overview [2020-2021]**  
**Subject – Spanish**

Autumn Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components  [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT 1	Describe the relationships with my family	<ul style="list-style-type: none"> <li>Reflexive verbs</li> <li>Conocer in 2 tenses</li> <li>wide variety of adjectives</li> <li>Detailed descriptions of people</li> <li>When to use <i>ser</i> and <i>estar</i></li> </ul>	<ul style="list-style-type: none"> <li>Family members</li> <li>Physical descriptions</li> <li>Possessive adjectives</li> <li>Adjectives for personality and adjectival agreement</li> <li>Comparatives</li> <li>Present tense</li> <li>Past tense</li> </ul>	<ul style="list-style-type: none"> <li>Reflexive verbs</li> </ul>		Formative Assessment Listening and reading
	Comparison of reading materials	<ul style="list-style-type: none"> <li>Comparison of e-readers and books</li> <li>Use of <i>el mejor</i> and <i>el peor</i></li> <li>Types of reading material</li> <li>Contrasting opinions and views</li> <li>Sophisticated vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Frequency phrases</li> <li>Comparatives</li> </ul>	<ul style="list-style-type: none"> <li>Contrasting connectives to show opposing opinions</li> <li>Talking in TL about literacy and reading</li> </ul>		
	Giving opinions on new media and technology	<ul style="list-style-type: none"> <li>Different verbs related to social media use</li> <li>The advantages and disadvantages of technology</li> <li>para + infinitive</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Developed opinions</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills</li> <li>ICT skills</li> <li>Risk management</li> </ul>	

	Making arrangements to meet a friend	<ul style="list-style-type: none"> <li>• present continuous tense</li> <li>• prepositions to discuss meeting points</li> <li>• Making excuses to decline invitations out.</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense conjugation</li> <li>• Places in town</li> <li>• Free time activities</li> <li>• Time</li> <li>• Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Interrogatives</li> <li>• Prepositions</li> </ul>		
	Discussing leisure activities	<ul style="list-style-type: none"> <li>• Stem changing verbs</li> <li>• Irregular preterite tense verbs</li> <li>• Suelo + infinitive</li> <li>• Live concerts</li> <li>• Wider structures</li> <li>• Support teams</li> <li>• Imperfect vs present</li> <li>• Trending topics</li> <li>• Analysing film and TV</li> <li>• Sophisticated structures</li> <li>• Advantages and disadvantages of cinema</li> </ul>	<ul style="list-style-type: none"> <li>• Sports</li> <li>• Time phrases</li> <li>• Present tense</li> <li>• Tv programmes and films</li> <li>• Nationality</li> <li>• Imperfect tense</li> <li>• Present tense</li> <li>• Quantifiers</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives and opinions</li> <li>• Adjectival agreement</li> </ul>		<ul style="list-style-type: none"> <li>• Faculty Vocabulary Test</li> </ul>
	Describing my role models	<ul style="list-style-type: none"> <li>• Describing who we admire</li> <li>• Achievements, charity work and awards</li> <li>• 3 past tenses together</li> </ul>	<ul style="list-style-type: none"> <li>• Higher numbers for years</li> </ul>			
<b>HT2</b>	Describe town/local area	<ul style="list-style-type: none"> <li>• Asking for and understanding directions</li> <li>• Use Se puede/se pueden to describe what you can do</li> <li>• Describing features of a region</li> <li>• Positives and negatives of a city (lo mejor/lo malo)</li> <li>• Tan/tanto HIGHER – conditional to say what you would change about your city Perfect tense to say what has been improved</li> </ul>	<ul style="list-style-type: none"> <li>• Places in town</li> <li>• Opinions</li> <li>• Adjectives</li> <li>• Present tense verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Interrogatives</li> </ul>		<ul style="list-style-type: none"> <li>• Mock examination – Listening, Reading &amp; Writing</li> </ul>

	Shopping for souvenirs/clothes	<ul style="list-style-type: none"> <li>• Returning/exchanging products</li> <li>• Purchasing products/having a dialogue in a shop</li> <li>• Describe where you prefer to shop</li> </ul>	<ul style="list-style-type: none"> <li>• Clothing</li> <li>• Use of usted</li> <li>• Numbers for prices</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate mode of address</li> </ul>		
	Making future plans	<ul style="list-style-type: none"> <li>• Future tense</li> <li>• Si +present + future</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Activity vocab</li> </ul>			
	Describing a visit in the past tense	<ul style="list-style-type: none"> <li>• Using the preterite and imperfect tenses together</li> <li>• Link to future plans</li> <li>• Quedarse/use of idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Preterite, imperfect and future tenses</li> <li>• Holiday vocab</li> </ul>	<ul style="list-style-type: none"> <li>• Extended/complexity of written work</li> </ul>		
	Describing Spanish festivals	<ul style="list-style-type: none"> <li>• Present tense to describe event</li> <li>• Compare different festivals and traditions</li> <li>• Using se to avoid the passive</li> </ul>	<ul style="list-style-type: none"> <li>• Interrogatives</li> <li>• Numbers/ months for dates</li> <li>• Present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Extended/complexity of speaking/ written work</li> </ul>		
	Describing a music festival	<ul style="list-style-type: none"> <li>• Use the present tense to describe the event</li> <li>• Use the preterite to describe a recent visit to a music festival</li> <li>• Expressions followed by an infinitive (para, al, sin, antes de, después de)</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense</li> <li>• Preterite tense</li> <li>• Types of music</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding authentic resources</li> <li>• Narrating a story</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing employment opportunities during international events and their economic impact</li> </ul>	
	Describing a special day/occasion	<ul style="list-style-type: none"> <li>• Using reflexive verbs in the preterite tense</li> <li>• Detailed descriptions of the event/ tradition</li> </ul>	<ul style="list-style-type: none"> <li>• Reflexive verbs</li> <li>• Preterite tense</li> <li>• Time phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of authentic texts</li> </ul>		

# Year 11 Curriculum Overview [2020-2021]

## Subject – Spanish

Spring Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components  [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
HT3	Learning how to be environmentally friendly	<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>			Faculty Vocabulary Test  Formative Assessment Reading and listening
	Discussing global issues	<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>	<ul style="list-style-type: none"> <li>• Getting involved with organisations/charities</li> </ul>	
	Talking about health and lifestyle	<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>			
	Discussing international sporting events	<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>	

<b>HT4</b>	Describing daily routine/mealtimes	<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>		
	Referring to and understanding illnesses and injuries	<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>		
	Describing typical dishes/food	<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>		Faculty Vocabulary Test
	Ordering food in a restaurant	<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> </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 learners in the environment of a restaurant</li> </ul>	Formative Assessment writing

		<ul style="list-style-type: none"><li>• Recognise/use irregular verbs in the preterite tense</li></ul>				
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**Year 11 Curriculum Overview [2020-2021]**  
**Subject – Spanish**

Summer Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Assessment Opportunities
	Composites	Components  [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
<b>HT5</b>	Revision of Theme 1 and 2	<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>			Weekly Vocabulary Testing
		<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>			
<b>HT6</b>	Revision of theme 2 and 3	<ul style="list-style-type: none"> <li>Travel and tourism</li> </ul>	<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>			
		<ul style="list-style-type: none"><li>• Global issues</li></ul>	<ul style="list-style-type: none"><li>• Environment</li><li>• Homelessness</li><li>• charity</li></ul>			