

## Curriculum Map: Year 11 Spanish

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	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Topic</b>	<b>Future plans and ambitions</b>		<b>Global and social issues.</b>			
<b>Intent</b>	To learn how to talk about past, current and future studies, employment and ambitions.		To learn how to talk about global and social issues such as the environment, natural disasters, poverty, healthy living and international sporting events.			<ul style="list-style-type: none"> <li>• Revision of vocabulary and grammar from Modules 1-8</li> <li>• Listening skills.</li> <li>• Reading skills.</li> <li>• Speaking skills.</li> <li>• Writing skills.</li> <li>• Translation Spanish-English skills.</li> <li>• Translation English-Spanish skills.</li> <li>• Exam technique.</li> </ul> <p>GCSE EXAMINATIONS.</p>
<b>Key Knowledge</b>	Verbs (inc. "to study" and "to work"). F/H: Comparatives/superlatives F/H: Near future tense F/H: Negatives F/H: Phrases of advice/imperative F/H: Object pronouns H: verbs in different forms H: "Soler" in the imperfect tense H: Present and present continuous F: Revising the perfect tense F/H: Conditional		Verbs (inc. "to protect" and "to cause"). F: revision of "para" + "we" pronoun F/H: revision of verbs + infinitive and near future F/H: Understanding different tenses			
<b>Key Skills</b>	F/H: Varying adjectives F/H: adjectival agreement/position F: Verbs followed by the infinitive F/H: Preterite and imperfect together F: Using "lo" + adjectives H: Using indirect object pronouns F: Expressing the future/"si" clauses H: Expressing the future/"cuando" + subjunctive		H: Using "se debería" F: Using the superlative H: Using the present subjunctive F: Using "se debería"/synonyms H: Using the subjunctive in commands F: Using verbs in the third person plural H: Using the pluperfect tense H: Using the imperfect continuous			
<b>Key Vocabulary</b>	Adjective to describe jobs, ambitions and future plans.. Jobs/part-time jobs. Gap years. Ambitions. Life in the future.		Adjectives to describe the environment, social issues, global issues and international sporting events. Types of house. Ways to help the environment. Healthy living. Global issues. Sporting events. Natural disasters.			

<b>Key Reading</b>	Higher-level reading texts (including authentic materials) in the target language on future plans.	Higher-level reading texts (including authentic materials) in the target language on global and social issues.	Vocabulary tests. Extended pieces of writing and feedback. Check-point activities. Formal assessments. Mock speaking exams.
<b>End Point</b>	I can describe my plans for further education and my ambitions, including careers and dreams.	I can describe environmental issues and how to help, what global issues exist, the importance of international sporting events and what healthy and unhealthy living entails,	
<b>Form of Assessment</b>	Vocabulary tests. Extended pieces of writing and feedback. Check-point activities. Formal assessments.	Vocabulary tests. Extended pieces of writing and feedback. Check-point activities. Formal assessments. Mock speaking exams.	
<b>Enrichment opportunities</b>	Period 7s, Languages Cinema, European Day of Languages activities/competitions, trips abroad, Day of Hispanic Culture activities, workshops from outside agencies such as colleges, universities and businesses.		
<b>Leadership opportunities</b>	Support during Open Evenings, leading class and group discussions.		